



“The Internet Playground: One School’s Experience of Cyberbullying”

Susan Ryan

Dip. Ed. (Australian Catholic University, Ballarat),

B. Ed. (Deakin University),

Postgrad. Dip. Ed. St. (Student Welfare) (University of Melbourne),

M.Ed. (Research) (University of Melbourne)

**A thesis submitted in (partial) fulfilment of the requirements for the degree of Doctor
of Education in the Faculty of Education at the University of Tasmania**

April, 2017

Declaration of Originality

This thesis does not contain material, which has been accepted for any other degree in any university. To the best of my knowledge and belief, this thesis contains no material previously published or written by any other person, except where due reference is given in the text.

Signature:

Authority of Access

This thesis may be made available for loan and limited copying and communication in accordance with the Copyright Act 1968.

Signature:

Statement of Ethical Conduct

The research associated with this thesis abides by the international and Australian codes on human and animal experimentation, the guidelines by the Australian Government's Office of the Gene Technology Regulator and the rulings of the Safety, Ethics and Institutional Biosafety Committees of the University.

Signature:

Acknowledgements

The research presented in the following pages would not have been possible without the ongoing support of many people.

Thank you to the staff and students at the case study school who willingly participated in this research. Your honesty in sharing your experiences of cyberbullying show that this issue is significant and that we must work together to respond to and manage the issue.

I am grateful for the ongoing support of my supervisors at University of Tasmania, particularly Associate Professor Karen Swabey, whose positive encouragement over several years was enormously helpful. Thank you also to Dr Jeanne Allen who was a secondary supervisor for the first years of my study, and to Dr Christine Gardner, who has more recently taken over this role and provided some valuable feedback.

I thank my family for their encouragement and generosity during the process of this project. Their love and support and unfailing belief in me has definitely cheered me over the line. I could not have made it through this journey without them.

I dedicate this work to my father, Dr Charles Albert Anderson, who in life, and since his passing, has continued to inspire me to strive for change. He deserves special recognition for his enduring belief in education and for always encouraging me to question the status quo. He would be proud.

Abstract

There is extensive documentation that clearly demonstrates that bullying is a persistent and insidious problem in schools, a matter of ongoing concern for teachers, parents and young people, and one that presents a grave threat to child and adolescent development. In recent years, the emergence of a new form of bullying through the use of technological tools such as mobile phones and online sites such as Facebook, has added to the impact and potential damage caused by and to young people. This study emerged as a result of my involvement in dealing with the human consequences of cyberbullying in a large co-educational secondary college in Tasmania and in response to evidence that both the academic performance and social and psychological development of adolescents who are bullied can be impacted seriously and negatively (Arseneault, Bowes, & Shakoor, 2010; Breguet, 2007; Cross, Lester, & Barnes, 2015; Hawker & Boulton, 2000; Hinduja & Patchin, 2010a; Swearer Napolitano, Espelage, Vaillancourt, & Hymel, 2010).

This research is based on the assumption that the issue of bullying does not exist in isolation with the victim and the perpetrator; rather, it is conducted within a much broader social context, which includes peers, family and the larger school community. This study aims to develop a fuller understanding of the nature of cyberbullying during the Middle Years of education, specifically Years 7 and 8, the first two years of secondary schooling in the Tasmanian education system, where both my anecdotal experience and professional learning gave strong support to the view that the issue was particularly pervasive during the Middle Years. Such an understanding is also widely supported by literature (BoysTown, 2010a; Cross et al., 2009; Pepler et al., 2006; Williams & Guerra, 2007), which evidences a peak during these early transition years to secondary school. A large Tasmanian secondary school provided the

case study setting for the in-depth exploration of this issue for this study, and was an attempt to explore the experience of cyberbullying from the perspective of key individuals, including bystanders, and to fill a void in current research with the involvement of staff members as stakeholders in this issue.

The study examined the impact of a relatively new and growing form of bullying – cyberbullying – on two key groups within the case study setting:

- Middle School students who have newly transitioned to secondary school, and are generally aged 12-14 years, including those who become victims, are perpetrators and bystanders; and
- Staff including teachers, non-teaching support staff and management staff.

It explored the perspectives of key school community members, Middle School students and staff, both teaching and non-teaching, within the wider school setting. Specifically, the research focused on (a) the pervasiveness of cyberbullying in the Middle School, and (b) the perceptions that school staff and students have about cyberbullying. The study also investigated the impact of cyberbullying on members of the school community. Significantly, it explored the role of the bystander as well, as growing emphasis has been placed on the role of bystanders as powerful moderators of behaviour in cyberbullying situations (Ball, 2007; Kraft, 2011; Price et al., 2014).

The research technique was a survey conducted with school students and staff. The qualitative and quantitative techniques used aimed to increase understanding and awareness of the impact of cyberbullying on school members by eliciting data on both the perceptions of the frequency and intensity of Middle School cyberbullying, as well as providing a vehicle for respondents to express in narrative form their experiences, concerns and suggested management strategies related to this issue. The findings from this study showed that cyberbullying at this

case study school was strongly prevalent and has had a considerable impact on educational engagement, student wellbeing and school climate. Cyberbullying affected academic performance within the case study setting, but also had a profound effect on social and psychological wellbeing. A significant concern to emerge was that victims reported suffering from extreme isolation and feelings of hopelessness. This study has also unveiled the damaging psychological impact of cyberbullying on bystanders, both students and staff: they also indicate feelings of distress and uncertainty about how to manage this phenomenon.

The results of this study contribute to our understanding of students' involvement in the occurrence of cyberbullying and provide a foundation for developing prevention and management interventions for educational settings. This study will inform educational practices and contribute to improved management of cyberbullying among adolescents within this and other educational settings. I strongly maintain it is the moral and professional obligation of educators to pursue answers to this phenomenon and to be proactive in the informed and appropriate response to cyberbullying.

Glossary of Terms

Middle Years	Years 7 and 8
Relational or social aggression	Indirect aggression which may involve verbal assault, teasing, name calling or social isolation and manipulation and this is a common form of bullying by girls, linked to damage to self-esteem
Adolescence	The period following the onset of puberty during which a young person develops from a child into an adult
Cyber-victimisation	The process of victimizing others through the use of information and communication technologies
Cyberspace	The notional environment in which communication over computer networks occurs.
Flaming	Online fights using electronic messages with offensive language and angry tone
Harassment	Repeatedly sending insulting and hurtful messages
Denigration or ‘dissing’ (an abbreviation of ‘dismissing’ - frequently used by adolescents in Australia	May include sending or posting rumours or gossip about a person with the intent of damaging their character
Impersonation	Pretending to be someone else and attempting to get that person in trouble or damage their relationships
Outing	Sharing secret information or images online

Trickery	Coercing someone into revealing secret information or images online
Exclusion	Deliberately excluding someone from an online group with the intent to offend
Cyberstalking	Repeated harassment and denigration that includes threats or incites fear
Disinhibition	The phenomenon of hiding behind a screen, thereby diminishing the sense of accountability as fear of being caught is reduced
Disinhibition effect	The perspective that individuals act and say things in an online medium that they would not normally say or do in face-to-face interactions
Digital native (cf. digital foreigner/immigrant)	An individual who was born after the widespread adoption of digital technology (cf. those who were not born into the digital world but have, at some later point in their lives, adopted digital technology)
Digital divide	The gulf between those who have ready access to the Internet and its applications, and those who do not, such as that which can occur between parents and children
Routine Activity Theory	The theory that for deviant behaviour to occur there must be a merging of time and space elements including a

	likely offender, a suitable target and the absence of a capable guardian
Likert Scale	A scale used to represent people's attitudes to a topic
vignette scenario	A brief evocative description, account, or episode
Social Learning Theory / Theory of Cognitive Learning	The theory that human behaviour is learned through observation and modelling (Bandura, 1977, 1989)
Operation Cyberblitz	The name for the adopted survey method in this research
Sexting	To send (someone) sexually explicit photographs or messages via mobile phone.

Table of Contents

Declaration of Originality	ii
Authority of Access	iii
Statement of Ethical Conduct	iv
Acknowledgements	v
Abstract.....	vi
Glossary of Terms	ix
List of Tables	8
List of Figures.....	12
CHAPTER 1: INTRODUCTION.....	16
1.1 Background: Bullying in Schools	16
1.2 The Development of Cyberbullying in Schools	22
1.3 The Researcher’s Role.....	31
1.4 Research Project Focus and Research Questions	35
1.5 Importance and Relevance of the Study	39
1.6 Limitations of the Study	42
1.7 Strengths of the Study	44
1.8 Thesis Structure	44
CHAPTER 2: LITERATURE REVIEW	46
2.1 Introduction.....	46
2.2 A Definition and History of Bullying	47

2.2.1 Key concepts in bullying definitions	47
2.2.2 Rise of bullying awareness and profile patterns	48
2.3 The Emergence of Cyberbullying.....	49
2.3.1 The construct of cyberbullying	49
2.3.2 Challenges in definition: repetition, power imbalance and intended harm	50
2.3.3 Anonymity and diminution of responsibility	53
2.3.4 The potentially limitless scope of cyberbullying	56
2.3.5 Emerging challenges in responding to cyberbullying	58
2.3.6 Applying a cyberbullying definition for this research project	60
2.4 The Frequency and Impact of Bullying	61
2.4.1 Traditional and cyberbullying prevalence estimates	61
2.4.2 Traditional and cyberbullying impact.....	66
2.4.3 The divide in knowledge and understanding between youth and adults	71
2.5 The Role of the Bystander in the Social Context of Traditional Bullying and Cyberbullying.....	73
2.5.1 The diversities of a bystander role	73
2.5.2 The role of the bystander in cyberspace.....	77
2.5.3 School culture and the development of empathy in students	81
2.6 Bullying Resolution Responses in Schools	84
2.6.1 Responses to traditional bullying in schools and their impact in reducing bullying	84
2.6.2 Responses to cyberbullying in schools	88
2.6.3 Challenges for schools in responding to bullying	90

2.6.4 Adult awareness of cyberbullying	91
2.6.5 Teachers, duty of care, and the law	93
2.7 Conclusion	98
CHAPTER 3: METHODOLOGY	100
3.1 Introduction.....	100
3.2 Theoretical Framework.....	100
3.3 A Knowledge Framework	102
3.4 Epistemology	105
3.5 Theoretical Perspectives.....	107
3.6 Methodological Approach.....	115
3.7 Research Procedure	119
3.7.1 Process and planning relative to the chosen method.....	119
3.7.2 Research ethics.....	127
3.8 Methods.....	128
3.8.1 Survey design	128
3.8.2 Sampling.....	141
3.8.3 Case study model	137
3.9 Research Participants.....	141
3.10 Survey Data Collection and Storage	141
3.11 Data Analysis.....	142
3.12 Thematic Analysis and Data Presentation.....	143
3.13 Conclusion	144
CHAPTER 4: RESULTS - STUDENT RESPONSES.....	146

4.1 Introduction.....	146
4.2 Student Awareness and Understanding od Cyberbullying	149
4.2.1 Introduction	149
4.2.2 Use of technology by student participants.....	149
4.2.3 Student understanding and opinions of cyberbullying definition and characteristics	149
4.2.4 Student perceptions of motives for cyberbullying	149
4.3 Student Perceptions: Prevalence and Incidence of Cyberbullying During the Transition Years (Years 7 and 8) to Secondary School.....	161
4.3.1 Introduction	161
4.3.2 Student perception of prevalence of cyberbullying at the case study school	162
4.3.3 Student perception of incidence of cyberbullying at the case study school...	164
4.4 Student Perception of the Nature, Frequency and Impact of Cyberbullying	167
4.4.1 Introduction	167
4.4.2 Student perceptions of the nature of cyberbullying	168
4.4.3 Student perception of the frequency of cyberbullying.....	174
4.4.4 Student perceptions of the impact of cyberbullying.....	177
4.5 Student Perceptions of the Impact of the Bystander in Influencing and Responding to Cyberbullying.....	190
4.5.1 Introduction	190
4.5.2 Bystander responses to vignette scenarios	190
4.5.3 Bystander responses in "real life"	196
4.6 Student Perceptions of Potential Solutions to Managing Cyberbullying	203

4.7 Student Responses: Conclusion	208
CHAPTER 5: RESULTS – STAFF RESPONSES	209
5.1 Introduction.....	209
5.2 Staff Awareness and Understanding of Cyberbullying.....	209
5.2.1 Introduction	209
5.2.2 Staff understanding and opinions of cyberbullying definition and characteristics	210
5.3 Staff Perceptions: Prevalence and Incidence of Cyberbullying During the Transition Years (Years 7 and 8) to Secondary School.....	213
5.3.1 Introduction	213
5.3.2 Staff perception of prevalence of cyberbullying at the case study school	213
5.3.3 Staff perception of incidence of cyberbullying at the case study school.....	214
5.4 Staff perceptions of the Nature, Frequency and Impact of Cyberbullying.....	214
5.4.1 Introduction	214
5.4.2 Staff perceptions of the nature of cyberbullying	215
5.4.3 Staff perceptions of the frequency of cyberbullying	216
5.4.4 Staff perceptions of the impact of cyberbullying.....	219
5.5 Staff Perceptions of the Impact of the Bystander in Influencing and Responding to Cyberbullying.....	224
5.5.1 Introduction	224
5.5.2 Bystander responses to vignette scenarios	224
5.5.3 Bystander responses in “real life”.....	226
5.6 Staff Perceptions of Potential Solutions to Managing Cyberbullying	231

5.7 Staff Responses: Conclusion	237
CHAPTER 6: DISCUSSION	239
6.1 Introduction.....	239
6.2 Understanding and Opinions of Cyberbullying	240
6.2.1 Understanding of cyberbullying.....	240
6.2.2 Opinions about cyberbullying	241
6.3 Prevalence and Incidence of Cyberbullying During the Transition Years (Year 7 and 8) to Secondary School.....	242
6.3.1 Prevalence rates of cyberbullying.....	242
6.3.2 Suggested motives for cyberbullying.....	243
6.4 Impact of Cyberbullying	246
6.5 The Impact and Influence of the Bystander.....	249
6.6 Perceived Effectiveness of Social Practices and Personal Management Strategies.....	252
6.7 Professional Learning Needs.....	254
6.8 Conclusion	257
CHAPTER 7: CONCLUSIONS.....	259
7.1 Summary, Implications and Recommendations	259
REFERENCES.....	264
APPENDICES	329
APPENDIX A: STUDENT SURVEY	329
APPENDIX B: STAFF SURVEY	355
APPENDIX C: PLAIN LANGUAGE STATEMENT TO THE PRINCIPAL	378
APPENDIX D: INFORMATION LETTER TO STAFF	381
APPENDIX E: INFORMATION LETTER TO STUDENTS.....	385

APPENDIX F: PARENT / GUARDIAN INFORMATION SHEET	389
APPENDIX G: STAFF CONSENT FORM.....	393
APPENDIX H: STUDENT CONSENT FORM.....	400

List of Tables

Table 1.	153
Student responses to statements about cyberbullying.	
Table 2.	163
Self reported cyberbullying victimisation rates by gender and year level.	
Table 3.	170
Student responses to the question: Have you ever participated in any of the following behaviours?	
Table 4.	171
Self reported cyberbullying perpetration rates by gender and year level.	
Table 5.	172
Student responses to the question: Have you ever witnessed one of your peers or classmates being cyberbullied in any of the following ways?	
Table 6.	178
Student responses to the statement: Please indicate whether you strongly disagree, disagree, agree or strongly agree with the statement.	

Table 7.	179
Percentage of students by gender and year level who ‘strongly agree’ that ‘I know of someone who has been really hurt by cyberbullying’.	
Table 8.	182
Student responses to the statement: Number the types of cyberbullying that you think are the most offensive / hurtful / damaging.	
Table 9.	186
Student responses to the question: Please indicate your level of distress caused by being victim, perpetrator or bystander to cyberbullying.	
Table 10.	191
Student responses to the question: How would you respond if you were one of the students in Bess’ core class?	
Table 11.	198
Emergening themes in relation to bystander behaviour.	
Table 12.	200
Emerging themes in relation to bystander intervention.	

Table 13. 211

Staff responses to statements about cyberbullying.

Table 14. 212

Comparison of staff / student views of the following statement:

“Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.”

Table 15. 220

Comparison of response to being a bystander to cyberbullying: staff /student.

Table 16. 222

Comparison of response to being a bystander to “Bess’ story” of cyberbullying: staff / student.

Table 17. 223

Staff responses to the following question: How do you react if you see or learn that a student is being cyberbullied by another/other student/s?
Please tick as many as applicable.

Table 18.

Staff responses to the following statement: Please indicate whether you strongly disagree, disagree, agree or strongly agree with the following statements.	228
---	-----

Table 19.

Comparison of staff / student beliefs about best ways to stop or prevent cyberbullying from happening.	233
--	-----

Table 20.

Staff responses to the following question: What sort of professional development or training has been made available for staff in the areas of cyberbullying?	235
---	-----

Table 21.

Comparison of staff / student responses: confidence in online protocols and communications.	237
---	-----

List of Figures

Figure 1. **161**

Student responses to the following question: If so (you have been cyberbullied) why have you chosen to do it?

Figure 2. **162**

Student responses to the following statement: Have you ever been cyberbullied by a student who attends this school?

Figure 3. **164**

Student responses to the question: What times of day are worst for cyberbullying in your opinion?

Figure 4. **166**

Student responses to the statement: Name the types of cyberbullying you have personally experienced since being at this school.

Figure 5. **167**

Student responses to the question: If you have been cyberbullied, how long has it been happening?

Figure 6. 176

Student responses to the question: Could you estimate what proportion (how many) of the students in the Middle School at (your school) you believe would have been cyberbullied / participated i cyberbullying / witnessed cyberbullying.

Figure 7. 177

Student responses to the following question: Do you believe cyberbullying is a significant concern at (your school)?

Figure 8. 192

Student responses to the following statement: What about bystanders – the ones who know about it and see it happen – is there anything they could do to help the situations?

Figure 9. 193

Student responses to the following question: Who do you think Bess should tell?

Figure 10. 195

Student responses to the following question: How would you respond if you were one of the students in Frank's core class?

Figure 11. **197**

Student responses to the following statement: If you have witnessed cyberbullying, please tick as many of the following responses that are correct.

Figure 12. **202**

Student responses to the following question: Who have you spoken to in relation to any cyberbullying incident this year?

Figure 13. **203**

Student responses to the following question: If you ticked an answer at the previous question, was this action successful?

Figure 14. **216**

Staff responses to the following question: Have you ever witnessed one of your students being cyberbullied in any of the following ways?

Figure 15. **221**

Staff responses to the following statement: How does a story like Kate's make you feel?

Figure 16. 226

Staff responses to the following question: What would happen at this school if a bystander reported Ivan’s problems?

Figure 17. 227

Staff responses to the following question: Who have you spoken to in relation to any cyberbullying incident this year?

Figure 18. 230

Staff responses to the following question: Who supports you as a staff member if you are faced with such a dilemma?

Figure 19. 232

Staff responses to the following question: What do you believe is the best way to stop or prevent cyberbullying from occurring?

Figure 20. 236

Staff responses to the following question: Does the school’s anti-bullying and harassment policy or other policies help stop any actions in the school that you would consider cyberbullying?

CHAPTER 1: INTRODUCTION

It started out that I got sent a message after school saying I was a try-hard. Way back months ago. It was because I got an A on my test I think. The messages got worse and I didn't know what to do. One said, "ur so ugly I bet u wish u were dead". They were all from blocked numbers. I was too scared to tell anyone and I thought it wouldn't help anyway 'cos no one really knows how to handle it. I stopped trying to do my best work at school and then I didn't even want to go to school. I couldn't trust anyone. Then a facebook page was started. It had a picture of me and heaps of kids liked it and wrote about how stupid and ugly I was. I guess I thought they were right, that maybe I should be dead. (Kacey, Middle School student at case study school)*

**pseudonym*

1.1 Background: Bullying in Schools

This comment from a Year 8 student (above) is indicative of how serious the matter of bullying, and more specifically cyberbullying in schools has become. Student reports such as this are emerging in schools on a regular basis and students are increasingly targets of offensive, degrading and often sexually explicit communication, sent via mobile phones and social media sites (Barak, 2005; Bauman & Bellmore, 2015; Campbell, Spears, Slee, Kift, & Butler, 2011; Hemphill, Tollit, & Kotevski, 2012; Hinduja & Patchin, 2012a; Katz et al., 2014; Kowalski, Limber, & Agatston, 2012; Patchin & Hinduja, 2006; Rivers & Noret, 2010; Schneider, O'Donnell, Stueve, & Coulter, 2012; Selkie, 2016; Stewart & Fritsch, 2011; Wong-Lo & Bullock, 2011; Ybarra & Mitchell, 2004). While it is acknowledged widely that traditional forms of bullying can seriously affect students' health and academic outcomes (Arseneault et al.,

2010; Reijntjs, Kamphuis, Prinzie, & Telch, 2010; Rigby & Slee, 1993; Swearer Napolitano et al., 2010), the spread of cyberbullying as a means of aggressively targeting others (Cross, 2008) has cultivated a growing sense of unease for educators, with few schools reporting confidence in their ability to manage the issue (Cassidy, Faucher, & Jackson, 2013; Zacker, 2009).

For schools everywhere, two concerns are shared: how can cyberbullying be responded to and minimised? How can cyberbullying be prevented from having a negative impact on the learning environment?

Pioneering social researcher, Dan Olweus, led the way with bullying studies among young people in Scandinavia in the 1970s. He initiated the world's first systematic bullying research and the results were published under the title *Aggression in the Schools: Bullies and Whipping Boys* (Olweus, 1978). Studies followed in other parts of the world, and eventually in Australia. In Australia, traditional bullying became more clearly evident following systematic empirical research by Rigby and Slee during the 1990s. This drew upon reports from students in South Australian primary and secondary schools. In surveys conducted by Rigby and Slee (1991; 1993), serious bullying was defined as bullying that is reported as occurring at least once a week.

Using this criterion, approximately 15% (or one in seven respondents) of the children completing self-administered anonymous questionnaires indicated their peers in Australian schools were bullying them. Further research by Rigby (1997) suggested the rate of victimisation to more accurately be one in six school aged children. Internationally, studies have reinforced the notion of bullying as a common, worldwide problem (Chesson, 1999; Cross et al., 2009; Dinkes, Kemp, Baum, & Snyder, 2009; Kowalski, Morgan, & Limber, 2012; Nesor, Ovens, van der Merwe, Morodi, & Ladikos, 2003; Schneider et al., 2012; Smith et al., 2008; Townsend, Flisher, Chikobvu, Lombard, & King, 2008; von Marees & Peterman, 2012) and

evidence has steadily accumulated about the negative consequences of bullying on students (Bauman, 2011; Cross et al., 2009; Fonagy, Twemlow, Vernberg, Sacco, & Little, 2005; Hinduja & Patchin, 2009; Nansel et al., 2001) .

Over the past two decades there has been a growing recognition in Australia, as in other parts of the world, of the widespread prevalence and serious harmfulness of bullying in schools (Ando, Asakura, & Simons-Morton, 2005; Arseneault et al., 2010; Kowalski et al., 2012; Nansel et al., 2001; Reijntjs et al., 2010; Rigby, 2002; Smith et al., 1999; Ttofi & Farrington, 2008). Identified as a significant international problem, different jurisdictions have sought ways to deal with bullying in legally, culturally and educationally appropriate ways (Smith, 2014). In 1994, a federal government report from the House of Representatives on violence in Australian schools, titled *Sticks and Stones* was launched. This included an examination of violence in schools and recognition of the need to address the problem of bullying among school children. Further studies have followed, most focused on the extent of bullying in Australian schools (Cross et al., 2009; Edwards, 2000; Peterson & Rigby, 1999; Pisasale, Kennedy, & Kouzma, 2003; Rigby, 1997) and some have explored the impact of bullying, specifically on victims (Gladstone, Parker, & Malhi, 2006; Lodge & Feldman, 2007; Rigby, 1997; Rueger, Malecki, & Demaray, 2011) and perpetrators of bullying (Rigby, Whish, & Black, 1994). The study by Murray-Harvey, Slee, Saebel, and Taki (2001) involved comparative research of Australian and Japanese students, and examined factors that impacted upon students' experience of bullying and victimisation. At the time of such studies, verbal forms of bullying such as name calling and ridicule were the most common form of harassment in schools, with physical bullying being less common, although prevalent among boys, and indirect bullying, such as exclusion, more common amongst girls (Rigby & Johnson, 2005; Wang, Iannotti, & Nansel, 2009).

Research from the mid 1990s onwards has provided some valuable information about the serious health consequences for bullying victims (Bond, Carlin, Thomas, Ruin, & Patton, 2001; Boulton, Trueman, & Murray, 2008; Cross et al., 2009; Rigby & Slee, 1999; Slee, 1995; Ttofi, Farrington, Losel, & Loeber, 2011). It became increasingly evident that, not only was bullying behaviour widespread, but it was a social evil in schools which, for some students, made attendance at school equivalent to a daily battle of survival, and had a direct correlation with school attendance (Rigby & Slee, 1993; Rueger et al., 2011), truancy (Green, 2006) and drop-out rates (Leach & Mitchell, 2006). Some victims of bullying may experience depression, anxiety and elevated levels of stress (Bauman, 2011; Chibbaro, 2007; Cross et al., 2009; Kaltialo-Heino, Rimpela, Rantanen, & Rimpela, 1999; Voors, 2003) and some have been found to have difficulty concentrating on school work (Ballard, Tucky & Remley, 1999).

While most research about the impact of bullying explores the short-term consequences, more recent studies (Arseneault et al., 2010; Copeland, Wolke, Angold, & Costello, 2013; Hemphill et al., 2012) have suggested that individuals who were both victim and aggressors of bullying show signs of anxiety, depression and low self-esteem well into adulthood. Other research (Hutchinson, 2012; Nansel et al., 2001; Nishina & Junoven, 2005; Olweus, 1993a; Salmivalli, 1999) indicated bullying behaviour affected not only the victim and the perpetrator but it also had an impact on others who witnessed the behaviour. As a result of such research, by the beginning of the 21st Century, it was widely agreed by educational jurisdictions that bullying in Australian schools was pervasive and required attention (Bhat, 2008; Cross et al., 2009; Rigby, 2003). The perception of school bullying had changed from it being considered a natural part of school life to it being viewed as a serious societal issue (Campbell, 2005a).

Australian studies suggest school bullying involves one in six young people (Rigby, 1997); although other research, both in Australia and elsewhere, suggests the incidence may actually be higher. A study by Whitney and Smith (1993), conducted in the United Kingdom, suggested that between 27 to 30% of students experience school bullying. Very similar findings were reported by the Australian Covert Bullying Prevalence Study (Cross et al., 2009), which indicated approximately one in four Australian students (27%) in Year 4 to Year 9 was being bullied frequently. The recent study of Levy et al., (2012) indicated a rate of 20 to 35% of adolescents were involved in traditional bullying as either a perpetrator, victim or both. Studies suggest that the rate peaks during the final years of primary school when 32% of students are victimised (Mullis, Martin, & Foy, 2008) or at the time of transition to secondary school (Bosworth, Espelage, & Simon, 1999; Price & Dalgliesh, 2009; Wang et al., 2009).

Research has also indicated that students who experience bullying are significantly more likely to feel unsafe at school, to experience socio-emotional difficulties, have greater risks of mental health problems and are much less likely to feel a sense of connection to school (Arseneault et al., 2010; Cross et al., 2009; Perren, Dooley, Shaw & Cross, 2010). Victims of bullying described their experience as producing fear, helplessness, worry, an inability to concentrate and a reluctance to attend school (Espelage & Swearer, 2010; Forero, McLellan, Rissel, & Bauman, 1999; Gastic, 2008). Victimisation has also been linked to lower academic achievement (Baly, Cornell, & Lovegrove, 2014; Rueger et al., 2011). Bullying is known to negatively impact on general health and wellbeing (Hawker & Boulton, 2000; Nansel et al., 2001) with symptoms including loss of motivation, feelings of isolation, anxiety, depression, self-harm and in some instances, suicidality (Kaltiala-Heino et al., 1999; Renda, Vassallo & Edwards, 2010; Rigby, 1998b; Rueger et al., 2011).

In a recent study, reports of being bullied comprised one of the top four main reasons for young Australians to make contact with the national Kids Help Line (Kids Help Line, 2012). The reasons for victimisation that young people have provided to Kids Help Line included ethnicity, resistance to pressure to behave a certain way, physical differences, high achievement, being new to a school, sexual orientation and socio-economic background (Kids Help Line, 2002; Price & Dalgliesh, 2009). In 2009, Kids Help Line received 2498 calls about bullying from young people in Australia, with a further 481 callers reporting bullying as their secondary reason for contact. In total, Kids Helpline counsellors provided 2099 counselling sessions relating to matters of bullying (Kids Help Line, 2012). It is clear bullying in schools is widespread and persistent, impacting on people beyond the actual victim and perpetrator (Jennifer, 2000; Nishina & Junoven, 2005; Rivers, Poteat, Noret, & Ashurst, 2009; Twemlow & Sacco, 2013).

Studies have also indicated that perpetrators of bullying are more likely to be involved with the criminal justice system by the age of 30 and are more likely to develop anti-social personality disorders (Bowers, Smith, & Binney, 1994; Depeng, Walsh & Leenak, 2011; Smokowski & Kopasz, 2005). It has also been established that bystanders are at risk of high psychological and physiological stress levels (Hutchinson, 2012; Janson & Hazler, 2004; Nishina & Junoven, 2005; Rivers et al., 2009). For these reasons, it is important that further evidence based research takes place to determine when, where and why bullying occurs and how it impacts on the key stakeholders in school communities. Such a need was one of the key factors, which prompted this research study. Specifically, this study arose from an interest in and concern relating to the area of cyberbullying.

1.2 The Development of Cyberbullying in Schools

While a focus on bullying interventions and policies has been active in Australia for several decades (Booth, 1997; Cross, Brown, Epstein, & Shaw, 2010; Cross, Monks, & Campbell et al., 2011; Rigby & Slee, 2008; Rigby & Thomas, 2010), in this time the growth and availability of technology has increased dramatically (Bauman & Bellmore, 2015). With this technological advancement has come the opportunity for a new form of bullying to emerge. Belsey (2006), the progenitor of the term, defines cyberbullying as involving, “the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others” (p. 8), and it has been described as a “new dimension” of bullying (Rigby, 2010, p. 11). While definitions of cyberbullying vary, it is generally agreed to include acts of intentional and repeated harm (Kessel Schneider, O'Donnell, & Smith, 2015), however, such criteria of the definition have been debated, and are discussed in more depth in the next chapter. These include repetition, intention to harm and power imbalance.

Online interaction has become an increasingly popular platform for young people to interact and manage their social relationships (ACMA, 2007; Boyd & Ellison, 2007; Garcia-Martin & Garcia- Sanchez, 2013; Livingstone, 2008; Rideout, Foehr, & Roberts, 2010). The ACMA Study (2007) identified that almost all Australian children (93%) use the Internet at home, school, or in both settings, and that most of the time (76%) spent by young people on the Internet is either at home and alone or by themselves but with others in the room. Further, it has been reported that the number of Australian teenagers using the internet via mobile phones has more than tripled since December 2009 (Lenhart, 2014). In a report produced jointly by the Australian Communications and Media Authority (the ACMA) and the Office of the Children's

eSafety Commissioner (2016), this growth in use of smartphones by teens was shown to have quadrupled between June 2011 and June 2015 (ACMA, 2016). Overall, an exponential growth in use of technology across the population has been noted.

Internet use increased globally by 566.4% between December 2000 and June 2012 (Internet World Stats, 2012) and research conducted by the Australian Communications and Media Authority (ACMA) showed that students' school-based and personal use of computing devices increased rapidly between the ages of 6 to 17 years (ACMA, 2009). Young people aged 14-17 years had the highest rate of internet use in June 2010 with 91% going online weekly and more than 2 in 3 14-17 year olds stating that the internet was 'very' or 'extremely' important to them (ACMA, 2013). Recent Australian research (Ridders, Lawrence, Hafekost & Zubrick, 2016) found that Internet use was extremely high with 98.9 % of young people reporting current Internet use, with similar proportions and patterns of activity for males and females, while other research (Houghton et al., 2015) found that 45% of 8 year olds and 80% of 16 year olds exceeded the paediatric recommended screen based media use of less than two hours per day. Clearly, the increasing pervasiveness of the Internet in the lives of adolescents is well established.

Adolescents may be considered a vulnerable group in terms of intensive use patterns of the internet, with the majority of them being online daily and, compared to the general population, often more involved in online activities like playing games and using social networking sites (Livingstone, Haddon, Gorzig, & Ólafsson. 2011). Roberts and Foehr (2004) found that for most adolescents the first activity they engaged in on arriving home from school was to go online, and over the last decade, youth have developed a proclivity to media multi-task as standard behaviour, to include using video players, video games, computers and mobile phones

simultaneously (ACMA, 2016; Lenhart et al., 2011) with a preference for entertainment and social communication rather than for educational use (Garcia-Martin & Garcia-Sanchez, 2013; Martinez de Morentin, Cortes, Medrano, & Apodaca, 2014). Indeed, adolescents spend more time with electronic media than any single activity other than sleeping (Roberts & Foehr, 2008), with up to eight and a half hours of media exposure daily, and many log on at least daily to their social network pages, a space where much of the social interaction of teenage life is enacted and amplified (Lenhart et al., 2011). This phenomenon is well articulated in the statement of the Kaiser Family Foundation report: “Try waking a teenager in the morning, and the odds are good that you’ll find a cell phone tucked under their pillow – the last thing they touch before falling asleep and the first things they reach for upon waking” (Rideout et al., 2010, p. 2).

Within the last decade, access to a world audience via social networking sites and the like has increased, with such networks now being accessible via mobile phones, in an almost immeasurable capacity (Fenaughty & Harre, 2013; Patchin & Hinduja, 2006; Perren et al., 2010; Shariff, 2008; Smith et al., 2008). Various activities, including social networking, can now be performed on mobile phones. The portability of digital media available today means adolescents can remain connected almost everywhere they go (Roberts & Foehr, 2004; Woolford, Blake, Clark, 2013). Australia is the global leader in text messaging (Brown, Jackson, & Cassidy, 2006; Shariff, 2008) and this is the preferred communication method for 14-17 year olds in Australia (Brown et al., 2006). International data (International Telecommunication Union, 2014; Willemse, Suess & Waller, 2014; Yoo & Kwon, 2011) shows that mobile phone use has increased considerably, especially among adolescents, who are the fastest using population of users, and more recent Australian data (Lenhart, 2014) shows that Australian teens are following the overseas trend of going online using a range of devices, including mobile phones. In

December 2013, 56% of Australian teens used a mobile phone to access the Internet and 69% of teens owned a smartphone (Lenhart, 2014). Young people growing up in the midst of this technological revolution see such tools or devices as essential to their social life (Kowalski et al., 2008) and are intensive users of the Internet.

The nature of how youth relate to each other has changed in both positive and negative ways. While technology provides some excellent means for connection and communication (Collin, Rahilly, Richardson, & Third, 2011), as well as identity formation for young adults (Ellison, Steinfield, & Lampe, 2007; Livingstone, 2008) it also provides a forum for the pervasive use of social networking sites and cyberbullying (Kite, Gable, & Filippelli, 2010; Livingstone, 2008), some of which includes the capacity for anonymous postings and polls (Kessell Schneider et al., 2015). At a dynamic stage of development for young people when risk-taking behaviours and immature decision making is prevalent (Viner, 2005), this new type of bullying has the capacity to reach its victims, not just in the schoolyard, but 24 hours per day (Campbell, 2005a), thus changing the boundaries of victimisation and creating a complex and urgent need for the attention of society (Brown et al., 2006; Hinduja & Patchin, 2014; Kowalski, Limber & Agatston, 2008). As cyberbullying is an ever-evolving phenomenon (Bauman & Bellmore, 2015), with documentation associated with its negative impact on school outcomes (Spriggs, Iannotti, Nansel, & Haynie, 2007) research is needed to keep up with this fast developing challenge (Bauman & Bellmore, 2015; Mishna, Saini, & Solomon, 2009). The recently commissioned, *Research on youth exposure to, and management of, cyberbullying incidents in Australia: synthesis report* (Katz et al., 2014), prepared for the Australian Government Department of Communications, has reinforced the significance of the issue for young people as they interact increasingly through social media.

The issue of young people's online behaviour is one which has been noted by the Parliamentary Secretary to the Minister for Communications, Paul Fletcher, to have experienced significant changes in recent years. He noted, "Today children use social media very extensively – often from the age of ten or younger. And many children have smartphones or other devices which give internet connectivity – meaning they are often using the internet in circumstances where there is no adult supervision" (Fletcher, 2015, para. 5). In response, new legislation to enhance online safety was effected from July 1, 2015, by the Office of Children's eSafety Commissioner. The 2011 National Safe Schools Framework also provides a vision and a set of guiding principles to advance practical and positive student wellbeing and safety policies, with resources available via the Student Wellbeing Hub (2015) to promote respectful relationships. The Student Wellbeing Hub (2015) is underpinned by The National Schools Framework which aims to ensure that all Australian schools are safe and supportive teaching and learning communities. Such initiatives have stemmed from a government focus to support student wellbeing and address the growth of online concerns impacting on young people nationally.

Educational institutions have specific challenges in addressing the issue of bullying, including the more recent phenomenon of cyberbullying, as bullying is known to have a significant impact on mental and physical health (Arseneault et al., 2010; Kaltiala-Heino et al., 1999; Schneider et al., 2012; Suzuki, Asaga, Sourander, Hover & Mandell, 2012), and while evidence shows that the phenomenon and rates of cyberbullying continue to grow and spread (Barlinska & Wojtasik, 2008; Cross et al., 2009; Emery, 2013; Graham, 2010; Junoven & Gross, 2008; Kessel Schneider et al., 2015; Lenhart et al., 2011; Patchin, 2015; Slonje, Smith, & Fresen, 2012; Walrave & Heirman, 2011) there is also little empirical evidence to inform policy makers in this area (for example, Katz et al., 2014; Kessel Schneider et al., 2015 are cross-

sectional studies of samples of the same population, which analyse the phenomenon, specifically its factors, patterns and effects on adolescents). Based on the evidence available, current data supports the general view that cyberbullying is increasing (Patchin, 2015), however, a lack of consistency in how cyberbullying is defined has added to difficulty in drawing firm conclusions. It is known that the incidence of cyberbullying is rising (Aboujaoude, Savage, Starcevic & Salame, 2015; Bhat, 2008; Katz et al., 2014; Kessel Schneider et al., 2015; Kowalski & Limber, 2007; O'Moore, 2014; Slonje & Smith, 2008), that it can cause psychological harm (Cross et al., 2009; Gillespie, 2006; Hinduja & Patchin, 2009; Mishna, Khoury-Kassabri, Gadalla & Daciuk, 2012; Schneider et al., 2012; Tokunaga, 2010) and that it can lead to low self-esteem, depression, self-harm (Agatston, Kowalski & Limber, 2007; Junoven & Gross, 2008; Kowalski & Fedina, 2011; Machmutow, Perren, Sticca & Alsaker, 2012; Patchin & Hinduja, 2010) and suicidal thoughts or actions (BoysTown, 2009; Brunstein Klomek, Sourander & Gould, 2010; Collins, 2008; Gini & Espelage, 2014; Hinduja & Patchin, 2010b). A study by Bauman, Toomey and Walker (2012), found that for female cyberbullying victims, in particular, a strong link between victimisation and depression existed, which in turn was related to suicide attempts. The nationally reported suicides of schoolgirls Dannii Sanders (Donaghey, 2011), Madeleine Milne (Cuneo & McDougall, 2013) and Sheniz Erkan (*The Australian*, 2014), following constant cyberbullying, drew a link between their victimisation and the tragic consequences. They also served to raise the public profile of cyberbullying in Australian communities.

It has been established that cyberbullying victims are particularly vulnerable, as they can be targeted at any time or place (Vandebosch & van Cleemput, 2008). As most schools will find themselves having to deal with cyberbullying issues (Sokal & Girling, 2010), it is imperative that those involved in school education are aware of cyberbullying behaviours, their potentially

detrimental outcomes for students - victims, perpetrators and bystanders - and be active in the use of intervention methods that are reported to have success (Brown et al., 2006; Campbell, 2005a; Cross et al., 2010; Pearce, Cross, Monks, Waters, & Falconer, 2011; Willard, 2006), while acknowledging that the most effective cyberbullying responses are recommended as being proactive rather than reactive and focused on creating safe and respectful environments (Katz et al., 2014).

Teachers have a central role in the management and prevention of bullying and, consequently, are involved in the implementation of anti-bullying interventions (Kochenderfer-Ladd & Pelletier, 2008). While it is acknowledged that most teachers and pre-service teachers know about cyberbullying and recognise it as a problem (Eden, Heiman, & Olenik-Shemesh, 2012; Li, 2008; Yilmaz, 2010), it has also been suggested that many adults in schools do not fully understand cyberbullying or the potential ramifications if it is not addressed (Mason, 2008; Shariff, 2008; Zacker, 2009). Further, studies in Turkey and Taiwan have indicated that teachers have received little if any training in the area (Chou & Peng, 2011; Yilmaz, 2010) and have expressed a need for education in the subject during teacher training (Yilmaz, 2010).

Cyberbullying has the tendency to be overlooked, or to ‘fall through the cracks’ as some educators believe that there are more serious forms of aggression that demand their attention (Byers, Caltabiano, & Caltabiano, 2011; Hinduja & Patchin, 2010c) or because the behaviour is hidden and harder to detect (Cross et al., 2009; Mason, 2008). The *Research on youth exposure to, and management of, cyberbullying incidents in Australia: synthesis report* (Katz et al., 2014) noted that “many organisations have been ill equipped to address the advent of cyberbullying” (p. 6) and referred to the challenges presented by a rapidly changing online environment and the use of different networking platforms.

Some teachers also have a limited understanding of what behaviours actually constitute cyberbullying (Barnes et al., 2012; Nishina & Junoven, 2005). They may have difficulty in identifying the problem or know how to manage it when it occurs (Eden et al., 2012; Li, 2007). Additionally, because it is a form of behaviour that often occurs out of school, some teachers are uncertain about intervening (Hinduja & Patchin, 2010c; Stauffer, Heath, Coyne, & Ferrin, 2012). It is, however, essential that teachers have a clear understanding of this form of bullying behaviour and that they are equipped with the skills to respond to or prevent such behaviour. This need is exacerbated by evidence (Agatston et al., 2007; Beran & Li, 2005; Junoven & Gross, 2008; Kessel Schneider et al., 2015; Li, 2010; Smith et al., 2008), which indicated victims are not reporting cyberbullying, for reasons which include the belief that;

- adults in schools do not take action or that they respond in ways that make the situation worse (Agatston et al., 2007; Bauman & Del Rio, 2006; Cross et al., 2009; Li, 2006);
- adults would not understand or believe them (Agatston, Kowalski, & Limber, 2012; Li, 2010; von Marees & Petermann, 2012);
- adults do not have the skills to assist and may make the situation worse (Campbell, 2007; Cross et al., 2009; Li, 2010; Petersen & Rigby, 1999), or
- students will be forbidden to use their technology as a result of reporting the incident (iSafe America, 2006; Li, 2010; Mishna et al., 2009; Strom & Strom, 2005).

Other research suggests victims fear the bully will find out if the cyberbullying is reported or that the teachers will ignore the incident (Li, 2010; Unnever & Cornell, 2004) or that the reporter will be made fun of (Li, 2010).

The unique phenomenon of cyberbullying, with its scale and potentially damaging consequences almost limitless in possibility, calls for empirically validated intervention and prevention guidelines, of which there has been little (Katz et al., 2014; von Marees & Petermann, 2012). Research conducted by Agatston et al., (2007) concluded that cyberbullying should be addressed through the development of a combination of policies aimed at students and parents. Other studies, such as that by Barnes et al. (2012) and Katz et al. (2014) demonstrated the need for enhanced awareness among Australian primary and secondary school staff in relation to all forms of covert bullying, including cyberbullying, and the need for effective school practices and staff responses.

Further recommendations (Agatston et al., 2012; Hinduja & Patchin, 2010c; Perren et al., 2012) are that teachers should incorporate the issue into the general curriculum, reinforce messages about appropriate use of technology and work to actively create a climate of respect and integrity. Hinduja and Patchin (2010c) also recommended a close working relationship between schools and families to ensure that cyberbullying behaviours are taken seriously. The synthesis report on youth exposure to, and management of cyberbullying incidents in Australia, prepared for the Australian Government Department of Communication (Katz et al., 2014) recommended a need for a multi-pronged approach to prevent cyberbullying and intervene appropriately when it occurs. This current study is built on the understanding that the opinions of students and those involved directly in education, may provide greater valuable insights about how to respond to and manage this complex social phenomenon.

A key challenge of this thesis (notably, an area in which little research has been conducted) is the impact of cyberbullying on people other than the victim and perpetrator, namely the teaching, non-teaching support staff and management staff, and also the bystanders. In the realm

of cyberbullying, the bystander role is one that can be challenging to clearly define; most cyberbullying occurs outside the physical confines of the school setting and yet, it has a direct impact on what happens at school, including student interactions and the school climate (Hinduja & Patchin, 2012). Therefore, while staff do not see the cyberbullying as it occurs in real time, they are likely to witness its interplay in relation to school relationships, and if and when it is reported to them, they may become, effectively, secondary bystanders. How staff members respond to such information is likely to affect school climate. The relationship of staff as ‘bystanders’ is therefore ambiguous.

Research (Sainio, Veenstra, Huitsing, & Salmivalli, 2011; Salmivalli, 1999; Salmivalli, 2014; Twemlow, Fonagy, Sacco, Gies, & Hess, 2001) has demonstrated bystanders can play a significant role in moderating bullying and that this is equally true in the context of cyberbullying as for more traditional forms of bullying (Ball, 2007; Kraft, 2011). Such individuals have the capacity, if informed and educated about the potential impact of cyberbullying, to respond in ways which can prevent or minimise this phenomenon (Perren & Gutzwiller-Helfenfinger, 2012; Salmivalli, Kärnä, & Poskiparta, 2010).

1.3 The Researcher’s Role

What is hardest of all? That which seems most simple: to see with your eyes what is before your eyes (Johann Wolfgang von Goethe).

In many ways this rhetorical question by the German poet (born in 1749) is the essence of the modern bullying dilemma for educators. One could not work in schools and not be aware of the disturbing and toxic presence of bullying, now more insidious and more challenging to

monitor in its 21st Century 'cyber guise'. How best to respond to this and how to inform and protect the young people with whom teachers work is a constant challenge.

I became interested in the issue of cyberbullying after working for many years with adolescents, as a teacher, and in school management roles such as Year Level Coordinator and Deputy Principal, and coming to see first-hand the impact of such behaviour on both students and staff. Anecdotal experience gathered suggested that while cyberbullying was not as visibly evident as some more traditional forms of bullying, the impact and prevalence was equally or more insidious.

With the widespread and accepted use of technology by young adolescents (Festl & Quandt, 2013; Katz et al., 2014; Walrave & Heirman, 2011), it was my experience while working in the case study school that such means were being used more frequently in a non-responsible way to inflict harm on others. Indeed, the view formed was that young people in schools were becoming desensitised to the harmful effects of their use of technology to interact in a hostile manner with one another and that there was a growing acceptance of such use of technology to send offensive messages as a code of communication.

While there has been no definitive and agreed way to respond to bullying in educational settings (Thompson & Smith, 2011; Ttofi & Farrington, 2011), a consistent message from research is that a whole school approach to minimising bullying, preventing anti-social behaviour and increasing wellbeing is favoured (Rigby, 2012; Smith, Pepler, & Rigby, 2004; Suckling, 2006; World Health Organization, 1996). A whole-school approach implies a coordinated method, involving all members of the school community, and which includes identification of the problem (Peterson & Rigby, 1999), and the development of a school policy with guidelines for strategies to be used, as well as a review process (Rigby, 2001). While this

appears to be sound advice, individual school take-up and implementation of such concepts has resulted in varying rates of commitment and success in individual schools (Rigby, 2011).

Possible explanations for this include a lack of fidelity in the implementation of programs (Humphrey, Lendrum, & Wigelsworth, 2013).

Attempts to respond to bullying in schools most commonly rely on both proactive and reactive strategies, with a current emphasis being placed on preventative strategies (Rigby, 2014). Such an approach relies upon social and emotional learning (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Nevertheless, the methods by which individual schools respond to issues of bullying vary widely: according to surveys conducted in Canada, Norway and Australia (Rigby & Bauman, 2010a), Finland (Sairanen & Pfeffer, 2011) and USA (Bauman, Rigby, & Hoppa, 2008) many schools favour a traditional disciplinary approach and others use methods such as *The Method of Shared Concern* (Pikas, 2002; Rigby & Griffiths, 2011).

The traditional disciplinary approach of dealing with bullying is to apply sanctions and consequences to students who have engaged in bullying behaviour (Rigby, 2010). The approach generally includes the development and communication of rules about unacceptable behaviour and consequences for breaking the rules, usually punishment of the student considered to be the perpetrator. The rationale supporting this approach is that the perpetrator will be deterred from continuing to behave in an unacceptable manner and a clear message will be conveyed to the rest of the student body (Rigby, 2010; Thompson & Smith, 2011).

Pikas' *Method of Shared Concern* (2002) is designed around a conflict-resolution model with discussions with the students involved in the bullying, as well as follow-up monitoring. The five-phase model includes non-punitive discussion, support for the victim and the option of mediation. Some schools have responded to the issue of bullying by introducing programs such

as The Olweus Bullying Prevention Program (Olweus, 2001). This approach is based on the following principles:

- (a) adults should show interest in and warmth for their students,
- (b) adults should set firm behavioural limits,
- (c) adults should use consistent, negative consequences for violation of rules; and
- (d) adults should act as positive role models and authorities (Olweus, 2001).

An ongoing personal frustration, and a significant factor in triggering this study, was that despite a wealth of instructive material on how to reduce bullying, including cyberbullying, in schools, the frameworks often tended to be general and open to interpretation. Consequently, while anti-bullying policies became mandatory and whole school approaches were recommended, no clear road map or forward plan to prevent or manage bullying was shared and understood by all schools, and the process appeared to be dependent on the passion and dedication of individual drivers of such initiatives in schools. To date, most intervention methods have focused primarily on victims and perpetrators (Olweus, 1993b; Pikas, 2002) while there has been limited attention given to the role of the bystander (Rigby & Johnson, 2005; Trach, Hymel, Waterhouse, & Neale, 2010).

The issue of bullying, and increasingly cyberbullying in schools, and how to respond to this issue in a meaningful and educative way, was a critical component of my pastoral role. I was seeking to know about, understand and be able to respond to this issue in ways that could benefit the members of my school community. Building positive community connections with families within the school was also extremely important and ensuring families became more informed about the issue of cyberbullying and its impact was thought to be relevant to this

development, as parental support has been associated with lower rates of all forms of bullying, including cyberbullying (Wang et al., 2009).

In the case study school, a further factor for consideration was that one of its stated goals in the mission statement was to value each person for themselves and to encourage the development of each individual as a well-rounded human being. A need was seen to explore this issue in more depth in relation to the specific needs of cyberbullying management. Further to this, as I was in a senior pastoral role where daily reactive responses were required to manage student wellbeing issues stemming from various forms of bullying including cyberbullying, I believed a thorough investigation into the perceptions and impact of cyberbullying of both students and staff was required, in order to be in a position to plan pro-actively for future education and management of the issue.

The study aimed to gather detailed data of perceptions and context factors in the issue of cyberbullying, and from this to determine what actions and practices could be improved, given that school educators play an important role in cyberbullying management. The findings from this study may also have benefits to other schools within Tasmania, Australia and even internationally as they could provide examples of how to deal with cyberbullying.

1.4 Research Project Focus and Research Questions

The aim of this study was to examine the nature and extent of a specific form of bullying - cyberbullying - within a case study school population, to explore its characteristics and prevalence, and its impact on members of the school community, specifically Middle School students and staff (teaching, non-teaching support staff and management staff). The study aimed to identify and examine any potential inconsistency between staff and student perceptions of

cyberbullying behaviour and to explore the impact on and influence of the bystander.

The transition years to secondary school were chosen as the focus because this is a time when cyberbullying is reported to be at a significantly high rate (BoysTown, 2010b; Cross et al., 2009; Mishna et al., 2009; Pepler et al., 2006; Williams & Guerra, 2007) and because these years (Years 7 and 8 in Tasmanian schools) correspond with early adolescence, a time that involves “a series of abrupt changes in the social lives of youngsters” (Pellegrini & Bartini, 2000, p. 700).

In Australia, the move to secondary school (or the ‘Middle Years’, as Years 7 and 8 will be referred to in this report, based on the terminology used at the case study school) coincides with a period of increased physical and cognitive development (Dahl, 2004; Hazen, Schlozman, & Beresin, 2008). At the commencement of secondary school, new relationships with students from many other feeder (transitioning) primary schools are established, requiring young people to navigate their way through the emerging dominance hierarchy, which may include a focus on academic competition and developing new peer relationships (Junoven & Galvan, 2008; Pellegrini, 2002). The commencement of adolescence coincides with the time of transition to secondary school, contributing to a significant change in social structure, new friendships and a new social hierarchy (Junoven & Galvan, 2008; Pellegrini & Bartini, 2000).

Social relationships and peer clusters form as students strive to find their place to fit in (Brown, 2004; Cairns & Cairns, 1991; van den Berg, Burk, & Cillessen, 2015). The time is characterised by new and more mature relationships, developing a social role and achieving emotional independence from parents (Hazen et al., 2008). It is a time of life where social acceptance is of critical importance; students strive to fit in and to establish connections with their peers, hormonal changes result in sexual and physical maturation, and young people become more self-aware and insecure as they strive for independence (Boyd, 2000). For

example, the typical 12-13 year old Facebook user has 300 friends, 25% of whom are people they have never met in person (Madden et al., 2013), suggesting their need to be socially connected and 'liked' as a priority in their identity.

It has also been suggested young people do not necessarily possess the values and morals associated with respectful online behaviour, and when these are not explicitly taught, cyber issues may arise (Hinduja & Patchin, 2010c). At this age, there is significant pressure on students to have access to the latest technology; however, youth at this early-adolescent stage of development do not always demonstrate the appropriate responsible use of such communication devices and consequently, cyber-victimisation may occur.

Adolescence is a developmental stage when females, in particular, rely on peers as the main support network through which to discuss feelings, fears and doubts (Espelage, 2002). Therefore, this developmental period, where status becomes more important than following rules (LaFontana & Cillessen, 2009) may be a peak time for bullying. An increase in bullying others during adolescence has been demonstrated by several studies (BoysTown, 2010a; Cross et al., 2009; Espelage, Bosworth, & Simon, 2001; Scheithauer, Hayer, Petermann, & Jugert, 2006). Research involving early adolescents (Tolman, Spencer, Rosen-Reynoso, & Porches, 2001) suggested that peer pressure may lead boys, in particular, to participate in both homophobic harassment and sexual harassment of peers. The cyber world, with its infinite audience and anonymous nature, provides a perfect climate for some of these forms of harassment to occur.

While the number of studies on cyberbullying has increased in recent years, cyberbullying remains a relatively new area of investigation with little longitudinal evidence available to support the development of policy (Katz et al., 2014; Kessel Schneider et al., 2015). According to Menesini and Nocentini (2009), the focus of cyberbullying research has been on the

occurrence, risk factors and relationship between traditional and cyberbullying while little is known in Australian research about the nature, prevalence rates and impact of cyberbullying for bystanders, families, schools and communities (Dooley, Pyzalski, & Cross, 2009; Drogin & Young, 2008; Griezel, Craven, Yeung, & Finger, 2008). Limited studies of the impact of this phenomenon on bystanders or on staff who may be called upon to manage this have occurred. It has been noted that further professional support for teachers and those working in schools is needed to enable them to understand the nature of cyberbullying, to recognise cyberbullying and to respond to it in a meaningful way that supports young people (Barnes et al., 2012).

Middle and senior management staff, such as Coordinators, Principals and Deputy Principals, are rarely participants in the research, yet they are significant individuals in providing information on school systems, attitudes and management of issues that impact on school culture, such as cyberbullying. Further, management of and response to cyberbullying is difficult, nigh impossible, when many adolescents in schools do not understand what cyberbullying is or the potential ramifications if it is not managed (Shariff, 2009). There is, therefore, a need for more research in the area of school cyberbullying, focusing on student and staff perceptions and management of the issue. Given that bullying perpetration usually occurs when bystanders are present (Hawkins, Pepler, & Craig, 2001) and that in schools, a significant proportion of individuals within the setting are considered to be bystanders (Glew, Fan, Katon, Rivara, & Kermic, 2005), there appears to be considerable potential for use of this group in intervention. However, a greater understanding of the role of the bystander, and in particular how this role exists in 'cyberspace' is needed.

Based on these factors, as outlined, the current study investigated the following research questions:

1. What is the prevalence and incidence of cyberbullying during the transition years (Years 7 and 8) to secondary school in one large co-educational school?
2. What perceptions of the nature, frequency and impact of cyberbullying exist within the different stakeholder groups (students; teaching, non-teaching support staff and management staff) within the case study school?
3. What is the impact of the bystander in influencing and responding to cyberbullying?
4. What are the potential solutions to managing cyberbullying?

1.5 Importance and Relevance of the Study

This study has a number of strengths, foremost being that it reports on the extent and impact of cyberbullying in an Australian school setting, focusing on the Middle Years, a transition time identified as a peak period for cyberbullying to occur (Kowalski & Limber, 2007; Price & Dalgliesh, 2009; Williams & Guerra, 2007). In order to address cyberbullying, it is important to have an accurate picture of the prevalence rates and consequences of this phenomenon. Given the alarmingly high existing rate of traditional bullying identified previously within the case study school, the findings relating to cyberbullying provide several practical implications.

It is clear that bullying, including cyberbullying, threatens the school's cohesion and student / staff wellbeing. The data from this study will be useful, therefore, for both the case study school and other schools in considering the long and short-term impact of such a phenomenon. As the costs associated with cyberbullying extend beyond the victim, to the broader community, including bystanders, staff and family members, schools should assume a shared responsibility to work strategically to reduce the incidence of this. Sharing the data from

this investigation may assist with this.

The participating case study school had a known and acknowledged problem with bullying. It had been identified by an already established online survey, developed by senior pastoral staff and administered through a survey link on the school home page in 2010, that the rate of bullying was extremely high, with over 50% of students responding via the survey that they had been bullied at school. On the basis of this alarmingly high response rate, approximately twice the suggested level of other data (Cross et al., 2009), key leadership staff from the school had expressed a desire to address the problem more specifically and to be proactive in responding to this critical issue. In recent times, staff, particularly those in middle and senior management roles, had anecdotally reported a significant increase in cyberbullying issues and the amount of response time required to deal with these complex issues. There had been numerous cases of significant trauma caused by such incidents and at least one student had exited the school as a result of the impact of cyberbullying.

It has been established bullying has a direct link to academic outcomes such as poor school performance and truancy (Junoven, Nishnina, & Graham, 2000; Olweus, 1993b; Rigby, 1999), and fear of attending school, diminished concentration and disrupted school friendships (Beran & Li, 2007; Raskauskas & Stoltz, 2007; Rigby, 1997). It has also been shown that both students who are bullied and those who witness aggressive acts are more prone to depression, anxiety, stress and suicidal ideation (Hazler, 1996; Kaltialo-Heino et al., 1999; Roland, 2002). Perpetrators of harassment are more likely to be involved in interventions with the law later in life (Kulig, Hall, & Kalischuk, 2008; Patchin & Hinduja, 2006; Tattum, 1989; Ttofi & Farrington, 2008).

As bullying occurs within a social context, and therefore involves all people present as

engaged in the interaction, this research sought to look more closely at the impact of the seemingly invisible group, the bystanders. Research by Bhat (2008) indicated that the consequences of cyberbullying could be socially detrimental for all students. Further, research has suggested that 30% of traditional bullying bystanders actually support perpetrators rather than victims (Boulton, Trueman, & Flemington, 2002) and that the longer the bullying persists, the more likely the bystanders are to join in (Nickerson & Martens, 2008).

One of the key aims of this research, then, was to explore the impact of cyberbullying on the bystander, and how they might, potentially, be used as a powerful tool in influencing the outcome of bullying. More specifically, it sought to examine their role in the domain of cyberbullying. The alarming increase in reports of cyberbullying and the likelihood that it would continue to be a widely used medium for harassment in the foreseeable future made it an area worthy of rigorous investigation. It is, therefore, critical that we better understand the extent to which cyberbullying impacts on students in schools - victims, perpetrators and bystanders - so that research findings can inform best practice. It is also long overdue that the impact on staff is investigated: how are they dealing with and responding to issues of cyberbullying in schools and how does this affect them? As a critical component of the educational solution, the voice of staff needs to be heard and understood.

Ultimately, the research sought to extend the understanding of cyberbullying by both students and staff within the school and to support the school community in understanding the extent and implications of the damage caused. One of the goals was to confirm the nature and extent of the problem and lead to the development of a proactive approach to manage the issue, which might be used beyond the specific case study setting. It was anticipated that, as a result of this study, and the in-depth consideration of student and staff perceptions of the issue,

appropriate ways to deal with cyberbullying would emerge and be able to be considered by the school.

1.6 Limitations of the Study

While the overall findings of this research represent an insight into the perceptions of students and staff in relation to the issue of cyberbullying, several limitations existed. It was acknowledged this study was limited in terms of the selection of stakeholders as it focused entirely on the experience of one case study school. As the stakeholders elected to participate freely, the rate of acceptance was approximately 85% for students and approximately 33% for staff. Further opportunities for respondents to comment in narrative form would, in hindsight, have provided richer data.

The sample size of the study was relatively small. It was difficult to conclude definitively that the data collected was transferable to other settings; however, it was anticipated that some readers might draw generalisations, as the issue is one that is prevalent across all school settings. Additionally, the study did pose the potential for self-report bias; theoretical advances are highly dependent upon empirical confirmation which may not be possible in a case study model (Mersman & Donaldson, 2000). This is because such research relies on self reports of behaviour. It is, therefore, important, to make note of this. Accordingly, quantitative data were interpreted with caution.

Staff demographic information, such as age and experience, was not collected. A decision was made in favour of this decision as it was thought that such information may increase the likelihood of respondent identification. In hindsight, such data may have added valuable depth to the data collected and may have helped to develop findings about the perceptions of different

sub-groups. This may be an area for future exploration.

The absence of a universal cyberbullying definition has been suggested to be due to a lack of conceptual clarity (Vandebosch & van Cleemput, 2008; Tokunaga, 2010), but for research to occur a cyberbullying definition is critical. As is further clarified in the Literature Review (Chapter 2), there is an overlap between features of traditional bullying and cyberbullying. For the purposes of this study, a specific focus on cyberbullying was adopted and after consideration of several definitions, the cyberbullying definition provided by Willard (2007) was applied to the study. This decision to use Willard's definition for the survey was consistent with the approach taken by numerous other cyberbullying studies (for example: Kraft & Wang, 2009; Nocentini, Calmaestra, Schultze-Krumbholz, & Menesini, 2010) and referred to as the most comprehensive definition of cyberbullying (Li, Cross, & Smith, 2012), while noting that the lack of a single and agreed definition may be a limitation of this and other cyberbullying research given that it may eliminate the possibility of drawing meaningful cross-study comparisons.

The study highlighted the need for further exploration of personal experiences. In particular, it would have added value to ask the stakeholders what they believed was wrong with current processes, and what they wanted to see take place to respond to and manage cyberbullying. While there was a survey question, "What do you believe is the best way to stop or prevent cyberbullying from occurring?" an opportunity for deeper reflection on this issue would have been worthwhile. Furthermore, the study did not explore the correlation between traditional and cyberbullying in relation to victim impact; its aim was to look specifically at the issue of cyberbullying. It is noteworthy that a connection between cyber and traditional victimisation has been established (Kowalski & Limber, 2013; Wang, Iannotti, & Luk, 2012; Wassdorp & Bradshaw, 2015) and an exploration of this within the case study setting would

have added value. Importantly, the survey results demonstrated that the issue of cyberbullying is complex and in order to fulfil our duty of care towards young people, it is essential that this issue be explored in depth. It was anticipated that this study contributed to that exploration.

1.7 Strengths of the Study

The study had several particular strengths. Being a mixed method study, the qualitative data were used to complement and refine the quantitative data. Having mixed methods for gathering sensitive data allowed the development of richer outcomes. Another of the strengths of this particular study was the inclusion of staff as participants. In particular, the inclusion of non-teaching support staff in the sample was considered to be potentially the first investigation into this experience of this group in relation to the cyberbullying phenomenon.

1.8 Thesis Structure

This introductory chapter has provided a background of, and identified the urgent need for this study. Chapter 2 provides a review of the literature on bullying and its impact on school students. The chapter is divided into five themes: a definition of and history of bullying; the emergence of cyberbullying; the frequency and impact of bullying; the role of bystanders in the social context of bullying; and, bullying resolution responses in schools. It includes a discussion of some of the studies of bullying impact and some recent research into the role of the bystander.

Chapter 3 discusses the rationale for the case study approach chosen and provides details about the participants and methods of data collection and analysis. Findings of the case study are presented in Chapter 4. Chapter 5 provides a discussion of the key themes to emerge from the study and draws parallels between the results of this study and existing literature. It also

includes an interpretation of the results and their significance. A discussion of findings is provided in Chapter 6 and Chapter 7 presents a summary, implications and recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on bullying and explores what research has shown about its impact on students and schools, particularly in the Middle Years or early secondary years of education. It provides definitions of both traditional bullying and cyberbullying, and outlines the manifestations and different types of bullying, and the history of bullying research. It also discusses the role of the bystander.

Literature significant to this research investigation, identifying common themes is also presented, specifically:

- a definition and history of bullying;
- the emergence of cyberbullying;
- the frequency and impact of traditional bullying and cyberbullying;
- the role of bystanders in the social context of traditional bullying and cyberbullying; and
- bullying resolution responses in schools.

In presenting this literature review, I provide a case that bullying, and more specifically cyberbullying, is a significant and growing issue in education. Based on this review, I posit there is a need for further research relating to the prevalence, impact and management of cyberbullying in Australian schools.

2.2 A Definition and History of Bullying

2.2.1 Key concepts in bullying definitions

Bullying is an aggressive behaviour that is a significant and ongoing problem in schools across the world, including in Australia (Cross et al., 2009; Healey, 2001; Kowalski et al., 2012; Rigby, 2002; Smith & Slonje, 2010). It is an intentional, hurtful behaviour that involves a power imbalance between the perpetrator and the victim (Cheng, Chen, Ho, & Cheng, 2011; Rigby, 2001; Salmivalli & Nieminen, 2002; Smith et al., 2008) and which involves repeated intimidation, marking its difference from other forms of aggressive behaviour (Roland, 2002; Salmivalli & Nieminen, 2002; Schuster, 1996; Smith et al., 2008).

Bullying behaviours are manifested in many different ways. Olweus (2001) differentiated between direct and indirect bullying. Direct bullying involves physical and verbal harassment whereas indirect, or covert, bullying may include exclusion, isolation and rumour spreading. Twemlow et al. (2001) went further with their concept of bullying:

We can now redefine bullying in schools as the repeated exposure of an individual or group to negative interactions (social aggression) by one or more dominant persons. The person(s) enjoys the discomfort and shame of the victim as if in a sadomasochistic ritual enacted for the perverse public enjoyment of an audience of bystanders who do nothing and may vicariously be aroused as bullies or victims (p. 278).

Different forms of bullying behaviour have been identified in literature on the topic (Ma, 2001; Olweus, 2003; Wang, Iannotti, Nansel, & Luk, 2010) and include verbal behaviours such as teasing, threatening, name calling, rumour spreading and physical actions such as hitting, kicking and destroying property. Sexual harassment is also a form of bullying whereby the intent is to humiliate or control another person on the basis of gender or sexual orientation.

It is important to note also that different types of bullying often occur concurrently (Cross et al., 2009; Del Rey, Elipe, & Ortega-Ruiz, 2012; Junoven & Gross, 2008; Li et al., 2012; Orpinas, Horne, & Staniszewski, 2003; Smith et al., 2008; Tokunaga, 2010; Wang et al., 2010). In one Australian study, 87% of victims of cyberbullying (defined and discussed following) also reported being bullied in other ways (Cross et al., 2009).

2.2.2 Rise of bullying awareness and profile patterns

Different types of bullying have been identified since the issue began to attract research attention in the 1980s, when Olweus (1978, 1991, 2001), a Norwegian researcher, began to study this matter in depth. National interest in Scandinavia was generated when a 1982 newspaper report indicated that the death of three adolescents had occurred in response to severe peer harassment (Olweus, 1993b). Olweus' early study (1991) suggested 15% of Norwegian students were involved in bullying.

Further research around the world followed and similar or higher responses were indicated. The survey results of Cook, Williams, Guerra and Kim (2010), who investigated bullying in 22 countries, reported that approximately 18% of school children were bullied on a weekly basis. The research of Slee (1995a) in Australia suggested a higher rate of 26%, while 2004 research of American adolescents reported that nearly 30% identified as either the bullying perpetrator, the victim or both (Nansel, Craig, Overpeck, Saluja & Ruan, 2004). Of note is that over time there have been significant changes to the way bullying has been conceptualised and understood (Katz et al., 2014; Koo, 2007) with the definition of bullying expanding over several decades to include both direct and indirect harassment and social exclusion.

Literature suggests that the prevalence of students who self-identify as both bully and

victims has been increasing (Raskauskas & Stoltz, 2007). The co-existence of bully/victim patterns suggests that often students become perpetrators of bullying after experiencing victimisation (Li, 2006). The research of Hemphill et al. (2012) in a longitudinal study of Year 9 - 11 students in Australia proposed that the rates of being a perpetrator and victim of traditional bullying were close to 10%, although in Year 11 the rate of those who identified as both increased to 27%. Such patterns of bullying victimisation and perpetration suggest that a close and symbiotic relationship exists between different bullying roles.

Gender differences have also been established in the ways in which young people bully. Boys are more likely to engage in bullying behaviour of a physical nature (Goddard, 2007; Nail, Simon, Bihm, & Beasley, 2016; Olweus, 1993a; Rigby & Johnson, 2005; Sandstrom & Jordan, 2008) and are also shown to reinforce or assist in bullying by following a behaviour, laughing or watching (Wang et al., 2009), whereas girls tend to participate in indirect or covert forms of bullying, aimed at exclusion or damaging peer relationships (Merrell, Buchanan, & Tran, 2006; Nail et al., 2016; Sandstrom & Jordan, 2008). Some research (Campbell, 2005a; Cassidy, Brown, & Jackson, 2012; Ybarra & Mitchell, 2004) indicated that, in particular, adolescent girls were vulnerable as victims and often perpetrators, to this type of bullying. One of the challenges of such indirect aggression is that it is more likely to go undetected in the school environment (Cross et al., 2009; Barnes et al., 2012; Rivers & Smith, 1994).

2.3 The Emergence of Cyberbullying

2.3.1 The construct of cyberbullying

Today's adolescents are the first generation to have grown up in a society in which electronic media is an integral part of daily life, a natural environment for interacting socially;

for them, the ‘offline’ and ‘online’ world are both an intrinsic and indispensable part of their world (Kowalski et al., 2008; Lenhart, Purcell, Smith, & Zickhur, 2010; Subrahmanyam & Smahel, 2011; Turner, 2015; Willard, 2011) since they have been reared in the first truly mobile era (Turner, 2015). While the benefits of technology are indisputable, technology also has the capacity to be mis-used in ways that leave young people vulnerable. As such, a relatively recent phenomenon in bullying has been the use of such communication to harass or cause harm. Known as cyberbullying, this action has been classified as a covert and psychological form of bullying (Brown et al., 2006) and its emergence has led to a re-examination of existing definitions of bullying (Hemphill, Heerde, & Gomo, 2014). This form of harassment uses technology such as mobile phones, video cameras, web pages or email to deliberately taunt, threaten or intimidate others (Belsey, 2006; David-Ferdon & Hertz, 2009; Hemphill et al., 2012; Langos, 2012; Ybarra & Mitchell, 2004). Cyberbullying is an indirect form of bullying whereby the perpetrator utilises the interface of technology rather than harassing the victim in face-to-face interactions. It is one of the negative by-products of the digital world in which we live.

2.3.2 Challenges in definition: repetition, power imbalance and intended harm

Cyberbullying has proven difficult to define and indeed, there exists no agreed universal definition (Langos, 2012). It has often been defined in relation to Olweus’ (1993b) traditional bullying criteria which he categorised as being: (1) intentional aggressive behaviour; (2) a repeated action; and (3) based on an interpersonal relationship where there is an imbalance of power (Olweus, 1993b, p. 9-10). However, cyberbullying behaviour is complex and multi-faceted, and its issues of measurement around prevalence and outcomes have served as obstacles to developing a comprehensive, shared definition (Kowalski, Giumettic, Schroeder, & Lattaner,

2014). The inclusion of certain defining characteristics, in particular repetition, intent to harm and power imbalance, have served to maintain controversial debate (Dooley et al., 2009; Katz et al., 2014; Pieschl, Porsch, Kahl, & Klockenbusch, 2013) because of distinctly electronic communication issues such as potentially large or limitless audiences and reduced social presence (Berger, 2013).

A commonality between traditional bullying and cyberbullying is that they both have a perpetrator, victim and bystanders (Vandebosch & van Cleemput, 2009). Both forms also have the intention of causing harm to another (Kiriakidis & Kavoura, 2010; Menesini et al., 2012; Ybarra & Mitchell, 2004). In the case of cyberbullying, however, measuring intent to harm can be challenging; it can be difficult to determine perpetrator motivation because of reduced social presence (Berger, 2013). The term ‘social presence’ refers to interactions which occur within a mediated environment (Biocca, Harms, & Burgoon, 2003). What this means is that if a cyberbullying target is unable to generate a clear mental model of the intentions of the perpetrator, the target may over-react or under-react to the bullying behaviour. Furthermore, there is the potential for a victim’s interpretation of an event to differ from that of the perpetrator (Nocentini et al., 2010); essentially, harm may be intended but not experienced or alternatively, not intended (for example during exclusionary behaviour) but experienced (Hemphill et al., 2014). It has been suggested that intention to harm “is established where a reasonable person, adopting the position of the victim and having regard to all the circumstances, would regard the behaviours as acts intended to harm the victim” (Langos, 2012, p. 288). Overall, we can conclude that while intentionality is a valid criterion, it can be challenging to measure.

In another significant way, traditional bullying and cyberbullying definitions differ. It has been traditionally understood that bullying involves an imbalance of power with a victim as the

more vulnerable part of the equation (Salmivalli & Nieminen, 2002; Smith et al., 2008). In the context of traditional bullying, the power imbalance relates to the demonstration or interpretation of power by the perpetrator over the victim (Hinduja & Patchin, 2009) while in cyberbullying situations one participant is likely to have more power in a psychological sense (Dooley et al., 2009; Vandesbosch & van Cleemput, 2008). Willard (2007) explained, that in the case of cyberbullying, “it appears that sometimes less powerful people are using the Internet to attack more powerful people or groups of people. Sometimes, the target of harmful online material posted by a student is a teacher” (p. 28). Power imbalance may be reflected in a range of characteristics such as physical, sociological, through skill differentials or as a result of anonymity (Bauman, 2013; Hemphill et al., 2014; Vandesbosch & van Cleemput, 2008). For example, withholding one’s own identity provides “a unique method of asserting dominance online that conventional bullying disallows” (Ybarra & Mitchell, 2004, p. 1313). What is important, in terms of qualifying as an act of cyberbullying, is that the conduct must place the victim in a position where he or she cannot easily defend him or herself (Langos, 2012). In both types of bullying, traditional and cyber, the victims are less able to protect themselves from attack (Arsenault et al., 2010; Hemphill, Tollit, Kotevski, & Heerde, 2015). In a cyberbullying situation, for example, a victim may feel incapable of defending himself against a perpetrator’s behaviour due to perceived or actual technological expertise. Similarly, when perpetrators create a veil of anonymity by use of pseudonyms or fake email accounts, they can conceal their identity and increase a victim’s feelings of powerlessness and anxiety (Hemphill et al., 2014; Langos, 2012; Li, Smith, & Cross, 2012; Nocentini et al., 2010; Sticca & Perren, 2012). From this lens, it would appear that cyberbullying has removed the social inequality component of the bullying equation, allowing power to be created and enforced by technological know-how and

manipulative savoir-faire.

Cyberbullying is also different to other forms of bullying in that it is a force that can invade an individual's space 24 hours per day, thus potentially magnifying the damage caused (Dempsey, Sulkowski, Dempsey, & Storch, 2011; Nocentini et al., 2010). Smith and Slonje (2010) explained, "there is no place to hide" (p. 259). For this reason, debate has ensued as to whether the repetitiveness of cyberbullying behaviours is a valid definitional criterion. Some researchers have asserted that repetitiveness, a pre-requisite for traditional bullying, is not necessary for cyberbullying to occur as a single act, such as the posting of a video or photo, can have lasting and widespread impact and has the potential for repeated exposure across devices and through forwarding of the content (Cowie & Jennifer, 2008; Dooley et al., 2009; Hemphill et al., 2014; Langos, 2012; Menesini & Nocentini, 2009; Slonje & Smith, 2008). In effect, cyberbullying may occur repeatedly and result in harm by continued exposure (Kiriakidis & Kavoura, 2010; Tokunaga, 2010). It also has the potential to have a greater impact on the victim when it occurs in a public domain over the Internet rather than as a private electronic communication exchange (Menesini et al., 2012; Nocentini et al., 2010). The criterion of repetition in cyberbullying is problematic because it extends beyond the perpetrator, with content being easily shared with an undefined audience (Dooley et al., 2009). Therefore, it is argued that the platform and nature of cyberspace alters the way in which repetition should be understood in relation to cyberbullying (Langos, 2012).

2.3.3 Anonymity and diminution of responsibility

Cyberbullying has several characteristics which distinguish it from other forms of bullying. Cyberbullies have a different set of tools and with access to an electronic device, they have

unlimited potential to inflict harm (Hinduja & Patchin, 2009) “beyond the confines of the classroom and cafeterias” (Brady & Conn, 2006, p. 8). Unlike more traditional forms of bullying, the perpetrator can remain anonymous, creating a psychological dominance over victims (Beran & Li, 2005; Kowalski & Limber, 2007; Hemphill et al., 2014; Menesini et al., 2012; Smith et al., 2008; Steffgen, Konig, Pfetsch, & Melzer, 2011; Vandebosch & van Cleemput, 2008). This may reduce empathy (O’Brien & Moules, 2010), facilitating the diminution of a sense of responsibility (McKenna, 2008) and encouraging the loss of social behaviour characteristic of direct interaction (Ang & Goh, 2010; Suler, 2004). Without the presence of empathy, it becomes easier to repeat the behaviour (Kowalski et al., 2008).

Electronic communication allows individuals to create a new identity (Brown et al., 2006) and cyberbullies may open temporary accounts or use alias identities to make it difficult to be tracked (Patchin & Hinduja, 2006). Estimates vary widely as to which proportion of cyber victims know their perpetrator, from 40-80% (Cassidy, Brown, & Jackson, 2011; Kowalski & Limber, 2007; Kowalski et al., 2012; Li, 2005; Patchin & Hinduja, 2012; Smith et al., 2008; Vandebosch & van Cleemput, 2009; Ybarra, Mitchell, Wolak, & Finkelhor, 2006; Yilmaz, 2011). This phenomenon of hiding behind a screen, thereby diminishing the sense of accountability as fear of being caught is reduced, is referred to as disinhibition (Willard, 2005) which can cause a loss of self-control and restraint that would normally be associated with social behaviour (Suler, 2004). In the absence of clear institutional or familial boundaries, some young people lose their inhibitions behind the computer screen (Milson & Chu, 2002; O’Brien & Moules, 2010). The research of Strom and Strom (2005) indicated that perpetrators of cyberbullying felt less sympathy or concern toward their victims than those who engage in face-to-face bullying. In online interaction as opposed to face-to-face communication, absent detail

such as eye contact, facial expressions or physical distance were thought to contribute to behaviour modification (Suler, 2004) and to inhibit feelings of cognitive dispositional empathy (Steffgen & Konig, 2009), which may otherwise constrain aggression (Hoffman, 2000). Sokal and Girling (2010) reported that adolescent girls, in particular, felt disinhibited online and behaved in ways that they would not behave offline. For some, this meant posting menacing or unkind comments that they would not state in face-to-face interactions, potentially contributing to increased malice in content posted or transmitted digitally (Bailenson, Yee, Merget, & Schroeder, 2006; Bargh, McKenna, & Fitzsimmons, 2002; Suler, 2004).

Hinduja and Patchin (2009) reported 37% of teenage survey respondents indicated they would say things through an electronic medium they would not say in person. While the power of anonymity is thought to encourage more brazen and less empathic behaviour (Ang & Goh, 2010; Kite et al., 2010), the victims are likely to feel more alone and helpless (Winter & Leneway, 2008) and to report more depressive symptoms than traditional bullying victims (Perren et al., 2010). Adolescents who identify as cyberbullying victims may also be more likely to report suicidal thoughts and suicide attempts than peers not involved (Hinduja & Patchin, 2010b; Perren et al., 2010). In sum, the impact of anonymity and the diminution of responsibility is a unique and complex feature of cyberbullying, which has the potential to impact negatively on victims, and this study took the view that anonymity was a factor in cyberbullying. In sum, the impact of anonymity and the diminution of responsibility is a unique and complex feature of cyberbullying, which has the potential to impact negatively on victims, and this study took the view that anonymity could be a relevant factor in cyberbullying.

2.3.4 The potentially limitless scope of cyberbullying

Cyberspace can be accessed globally and information can be distributed worldwide within seconds (Kowalski et al., 2008). An obvious difference between face-to-face and cyberbullying is the speed with which the harmful messages or images can reach an infinite audience. Harmful messages can be delivered with great, almost instantaneous speed, and reach a vast, potentially worldwide audience, and are often irretrievable (Brown et al., 2006; Patchin & Hinduja, 2006; Slonje & Smith, 2008). For example, mobile phone technology makes it easy to photograph a person, such as a student in the change room, and instantly circulate the image to an audience much wider than those present or close friends (Patchin & Hinduja, 2006). The perpetrator of cyberbullying behaviour can deliver their message from any place at any time, without the constraint of having to be physically present with the victim, potentially increasing the impact. Consequently, the effect of messages sent through cyberspace can impact on an individual's psychological wellbeing instantaneously (Keith & Martin, 2005). Further, the impact is intensified when comments are discussed among peers at school (Auerbach, 2009). The perpetrator does not have to witness the direct impact on the victim, and this is thought to reduce the probability of an empathic response from the perpetrator (Bauman, 2013; Willard, 2006).

The use of electronic media provides the opportunity for the perpetrator to gain a sense of power and control not limited by territory or identity and this allows them to behave with inhibition (Brown et. al., 2006; Sokal & Girling, 2010). As the capacity to bully anonymously is created, the fear of being detected is reduced which also limits the potential for schools and parents to respond (Brown et al., 2006; Dehue, Bolman, & Vollink, 2008; Lee & Chae, 2007). Consequently, victims of cyberbullying experience a prolonged sense of victimisation (Brown et al., 2006), which involves emotional and psychological harm and can damage or destroy feelings

of acceptance or group inclusion (Coyne, Archer, & Eslea, 2006).

During early adolescence, individuals are particularly concerned with the perception of their peers, and these perceptions impact on their feelings of whether or not they belong (Newman, Lohman, & Newman, 2007; Prinstein & LaGreca, 2002). The perception that everyone can see a posting exacerbates the receiver's sense of humiliation (Sokal & Girling, 2010) and is consistent with Vartanian's (2000) theory that adolescents believe an audience is constantly viewing and judging them. There is no doubt that while cyberbullying may originate from a seemingly anonymous source, frequently outside the traditional school setting and timeframe, its impact on the school environment is very significant. The consequences can be psychologically harmful for victims, increasing stress and anxiety, damaging self-esteem and leading to school failure and 'drop out' (Arseneault et al., 2010; Trench, 2003).

Research on the impact of cyberbullying (Campbell, 2005a; Campbell, Spears, Slee, Butler, & Kift, 2012; Dooley et al., 2009; Kowalski et al., 2014; Pearce et al., 2011; Tokunaga, 2010) suggested that it may result in even more serious psychological consequences than have been associated with traditional forms of bullying. One of the explanations behind this is that the comments can be preserved and re-read, repeating the harmful effects, as they are re-examined. It has also been claimed that the often vast bystander audience size of online harassment increases the potential humiliation of the victim (Menesini & Nocentini, 2012) and due to the potential anonymous nature of some attacks, leads the victim to feel unsure about who they can trust (Shariff, 2005). As the forum is in cyberspace, even when the original message or image is deleted, there is no guarantee others have not accessed it and will not make use of it again. The permanency of this potential medium, and the difficulty in completely erasing content, amplifies the impact (Kowalski et al., 2012; Shariff, 2008; Tokunaga, 2010).

2.3.5 Emerging challenges in responding to cyberbullying

A challenge in responding to cyberbullying lies in the fact that adults, including teachers and parents, are generally less technologically savvy than the young people who we now recognise as ‘digital natives’ of online interaction (Correa, 2014; Prensky, 2001; Palfrey & Gasser, 2008; Siciliano, 2012). Although statistics show that adult use of the Internet is high, with smartphone ownership among 18-29 year old Americans now being 92% (Pew Research Centre, 2017) and their use of social media rising 7% in the ten years between 2005-2015 (Pew Internet, 2015), young people continue to use technology in different ways to adults, with adults typically using technology as a functional tool and young people making use of technology as a vital part of their socialisation and identity formation (McGrath, 2009; Siciliano, 2012). Despite the rise of smartphones, adults are more likely to spend time via laptops and desktops compared to smartphones and tablets (Siciliano, 2012). While the impact of technology spreads and adults are becoming more familiar, age remains a factor in digital inequality, most likely because the younger generation has been raised with a greater familiarity with new technology (Correa, 2014). A study from three schools in Canada found that parents’ knowledge of the newer networking sites their children were accessing was limited, as was their awareness of the extent of cyberbullying affecting their children (Cassidy et al., 2012; Green, Brady, Olafsson, Hartley, & Lumby, 2011). Adults are less familiar with and less likely to have the latest social networking sites; consequently, young people can be unsupervised as they develop and interact through their online profile (Cassidy et al., 2013; Dehue et al., 2008; Kowalski et al., 2008). Such potentially inadequate supervision at home and at school may lead to an increase in cyberbullying (Popovic-Citic, Djuric, & Cvetkovic, 2011). An example of this is provided in the

statistic that over half of the young people who use social networking sites admitted to lying about their age so that they could access a site, most of which such as Facebook, Twitter and YouTube specify that users must be at least 13 years of age, a requirement that parents may often be unaware of (Lenhart et al., 2011). Furthermore, recent studies (Pew Internet, 2015) showed that 24% of teens go online “almost constantly” with a diverse unit of social media being reported as regularly used: 71% of 13-17 American teens use Facebook; half use Instagram and 40% use Snapchat with a growing rate of use of apps such as KiK or WhatsApp.

Researchers have also noted the issue of young people being inseparable from their mobile phones, which makes it difficult for victims to ignore inappropriate messages (Australian Psychological Society, 2015; Herring, 2002; Przybylski, Murayama, DeHaan, & Gladwell, 2013). For adolescents who have grown up with technology, the Internet and mobile phones play an integral role in their lives and cannot be turned off to avoid cyberbullying (Bond, 2010). Indeed, the fear of missing out (FoMO) has been defined as “a pervasive apprehension that others might be having rewarding experiences that you are not part of, and is characterised by the desire to stay continually connected with what others are doing” (Przybylski et al., p. 1841) and it is estimated that 50% of teens experience FoMO (Australian Psychological Society, 2015). Most young people have never experienced life without the Internet (Kowlaski et al., 2008; Spears, Slee, Campbell, & Cross, 2011) and it is a fundamental part of their lives (Palfrey & Gasser, 2008). At the same time, many adults are oblivious to cyberbullying (Altuna, Aydin, Ozfidan, & Amenabav, 2013; Erb, 2006; Junoven & Gross, 2008) or perceive cyberbullying amongst adolescents as inconsequential (Hinduja & Patchin, 2009; Ryan, Kariuki, & Yilmaz, 2011) or less significant than traditional bullying (Clarke, 2013). In an American study of Year 5-12 students, 41% indicated that they did not share information about their online activities with

parents (iSafe America, 2005) and would be less likely to tell someone they were being cyberbullied compared to if they were being bullied offline (McGrath, 2009). Such findings were reiterated in a 2012 study conducted by Tru Research and commissioned by McAfee, which found that 70% of teens have hidden their online behaviour from their parents, a rise from 45% in 2010. This lack of knowledge and understanding is of concern, creating a need for further research, and shared insight about how to address the problem.

2.3.6 Applying a cyberbullying definition for this research project.

According to Smith (2005) there may never be a perfect definition of cyberbullying given the diversity of personal, disciplinary, cultural and linguistic factors involved. Given the challenges of conceptual consistency in cyberbullying definitions, and the issues this raises for consistency of measurement, it was decided to apply Willard's (2007) cyberbullying definition for the purposes of this research. This definition provided clear examples which I believed the target adolescent group and staff members would be familiar with. Willard (2007) described cyberbullying as, "being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies" (p. 265) and has listed eight different forms of cyberbullying which include:

- 1) *flaming* (online fights using electronic messages with offensive language and angry tone;
- 2) *harassment* (repeatedly sending insulting and hurtful messages);
- 3) *denigration* ('dissing' [an abbreviation of 'dismissing' frequently used by adolescents in Australia] someone online which may include sending or posting rumours or gossip about a person with the intent of damaging their character);

- 4) *impersonation* (pretending to be someone else and attempting to get that person in trouble or damage their relationships);
- 5) *outing* (sharing secret information or images online);
- 6) *trickery* (coercing someone into revealing secret information or images online);
- 7) *exclusion* (deliberately excluding someone from an online group with the intent to offend); and
- 8) *cyberstalking* (repeated harassment and denigration that includes threats or incites fear).

It was felt that such clearly outlined examples of cyberbullying behaviour would enable the survey participants to carefully consider their experiences.

2.4 The Frequency and Impact of Bullying

2.4.1 Traditional and cyberbullying prevalence estimates

Bullying, in all its forms, is a destructive social problem with far-reaching and significant implications (Arseneault et al., 2010; Kowalski et al., 2012; Nansel et al., 2001; Rigby, 2003). Australian research conducted on a sample of 25, 000 students (Rigby & Slee, 1999) indicated that over 20% of males and 15% of females reported being bullied once a week or more often. Bradshaw, Sawyer and O'Brennan (2007) reported that almost 30% of American youth expect to be bullied on a frequent basis. Eslea and Smith (1998) stated "most, if not all, children experience bullying at some time in their lives: they may be the victim, they may be the bully, or they may witness the suffering of others" (p. 203). It is widely accepted, therefore, that bullying is a pervasive and destructive social phenomenon.

During the Middle School years, a time of early adolescence when social standing among peers and ‘fitting in’ is of paramount importance, social rejection can be one of the most traumatic events of a young person’s life (Lev-Wiesel, Nuttman-Schwartz & Sternberg, 2006). It has been claimed that at this critical stage of education, bullying affects 80% of Middle School students (Bosworth et al., 1999) and that the transition to secondary school period is a critical point for intervention on bullying (Cross et al., 2009). While various rates of cyberbullying have been published, it is believed that, like traditional bullying, cyberbullying also peaks during the transition years to secondary school (Price & Dalgliesh, 2009; Wang et al., 2009).

The frequency and scope of cyberbullying is somewhat difficult to determine, being, as it is, a relatively recent addition to the field of relational bullying (Low & Espelage, 2013). Cyberbullying research is more recent and therefore there are less data available; consequently, a wide range of prevalence rates have been reported. Early studies about the frequency of cyberbullying suggested a significantly lower rate of victimisation compared to more traditional forms of bullying (Williams & Guerra, 2007). Thorp (2004) found that only about six percent of teens had been cyberbullied, while an Australian study of 7200 students found seven percent of secondary school students (Years 8 and 9) reported being cyberbullied frequently (Cross et al., 2009). Since then, international meta-analysis studies (Modecki & Minchin, 2013; Slonje and Smith, 2008) have suggested a global rise in the incidence of cyberbullying, influenced in part, it has been suggested, by increasing amounts of time spent online by adolescents (Berson, Berson, & Ferron, 2007; Festl & Quandt, 2013; Walrave & Heirman, 2009) and showing evidence of failing to respond to current methods of deterrence and prevention (Keeley, Katz, Bates, & Wong, 2014).

Several studies (BoysTown, 2010a; Hinduja & Patchin, 2012b; Kowalski & Limber, 2007;

Price & Dalgliesh, 2009; Williams & Guerra, 2007) found that cyberbullying increased as students transitioned to secondary school, reaching 18.2% in Year 8. Studies by Wang, Iannotti, and Nansel (2009) reinforced this understanding of the Middle Years, or transition years, being associated with bullying and victimisation behaviours. An Australian study of 548 young Australians, which explored the nature of cyberbullying, also reported this form of bullying was found to occur most commonly during the transitional stages between primary and secondary school. Almost half, 49% of respondents, reported being cyberbullied when 10-12 years old, 52% during the ages 13-14 years and 29 % when aged 15-16 years (Boys Town, 2010a). While there is a scarcity of longitudinal data available, one recent study of this type (Kessel Schneider et al., 2015) which examined the experience of 16,000 youth across 17 schools in Boston, United States of America, found a clear increase in cyberbullying victimisation across four time points, from 17% in 2006 to 27% in 2012. The increase over time was observed at all grade levels from Years 9 -12.

International research has shown both male and female adolescents are increasingly using technology to engage in covert bullying (Beran & Li, 2007; Jones et al., 2013; Li, 2006; Smith et al., 2008; Ybarra & Suman, 2006), most commonly in Australia via the mediums of Facebook, Instagram and SMS / instant messaging (IRIS Research, 2014). Indirect aggression is often referred to as ‘relational or social aggression’, and may involve verbal assault, teasing, name calling or social isolation and manipulation and this is a common form of bullying behaviour by girls, linked to damage to self-esteem (Crick & Grotpeter, 1995; Crozier & Skliopidos, 2002). A study by Burgess-Proctor, Patchin and Hinduja (2010) in the United States found the prevalence of cyberbullying victimisation to be especially high among females with 38.3% of 3141 female Internet users under 18 years of age surveyed reporting having been cyberbullied. Typically,

girls use technology to apply relational aggression to demean and exclude others (Berson, 2003; Nelson, 2003; Shariff, 2009; Thorp, 2004) while boys are more likely to use it to inflict sexual harassment through homophobic language directed at boys (Chisholm, 2006) or unwanted sexual attention or coercion towards girls (Barack, 2005). The findings, to date, however, about gender variables have been inconsistent, with some studies reporting girls to be the most involved in cyberbullying behaviour (Gorzig & Olafsson, 2013; Jones et al., 2013; Mishna et al., 2010; Schenk & Fremouw, 2012), generally as cyber victims (Campbell et al., 2012; Devine & Lloyd, 2012; Ortega, Elipe, Mora-Merchan, Calmeastra, & Vega, 2009; Slonje & Smith, 2008; Smith 2008; Wang, Nansel, & Iannotti, 2011) while in other studies boys have been reported to be the most involved as perpetrators and victims (Arseneault et al., 2010; Dehue et al., 2008; Li, 2006; Slonje & Smith, 2008; Wong, Chan, & Cheng, 2014) and in others there were no gender differences (Beran & Li, 2005; Hinduja & Patchin, 2008; Junoven & Gross, 2008; Katzer, Fetchenhauer, & Belschak, 2009; Li, 2007; Monks, Robinson, & Worlidge, 2012; Patchin & Hinduja, 2010; Slonje & Smith, 2008; Williams & Guerra, 2007; Ybarra & Mitchell, 2004).

Some studies (Bonanno & Hymel, 2010; Kessel Schneider, O'Donnell, Stueve, & Coulter, 2012; Kowalski & Linke, 2013; O'Brien and Moules, 2013) estimate that between 11%-20% of youth are cyberbullying victims with variations based on the populations studied. Hemphill et al., (2012), in their study of 700 Victorian school students, found that 15% of Year 9 students confirmed their engagement in cyberbullying. Ybarra, Boyd, Korchmaros, and Oppenheim (2012) examined national American data from 1200 youths aged 6-17 years and found that 10% of the sample had been bullied online; while a recent meta-analysis of studies (Modecki & Minchin, 2013) found 21% of youths were cyberbullied compared to 38% of respondents who were victimised by traditional bullying. Li (2006) showed that while over 50%

of youth respondents were traditional bully victims, approximately 25% had been cyberbullied. This is also reasonably consistent with the synthesis report findings of recent Australian studies commissioned for the Australian Government Department of Communications which stated that “taking into account the methodology and timing of various studies, the best estimate of the prevalence for being cyberbullied ‘over a 12 month period’ would be in the vicinity of 20 percent of young Australians aged 8-17” (Katz et al., 2014). This is consistent with another recent examination of Australian literature on cyberbullying (Spears, Keeley, Bates, & Katz, 2014) which also estimated a prevalence rate within the past year as approximately 20%.

Other studies have reported significantly more widespread victimisation results including *A National Crime Prevention Council* (NCPC, 2006) in the United States, which found that 40% of youths aged 13-17 had experienced cyberbullying. Of these, only 11% had reported the incident to an adult (National Crime Prevention Council, 2006). Other reports of cyberbullying rates have varied as much as 4-72% (Bauman, 2013). Junoven and Gross (2008), who surveyed a sample of 12-17 year olds, found an alarming 72% reported at least one incident in which they were cyberbullied. This significant disparity in prevalence rates is believed to be caused by a lack of clear definition and by differences in measurement and sampling methods (Cross et al., 2011; Diamanduros, Downs, & Jenkins, 2008; Low & Espelage, 2013; Menesini & Nocentini, 2009; Tokunaga, 2010; Vandesbosch & van Cleemput, 2008).

Such variation in data highlights the challenges associated with gathering data; it has been posited that findings are “highly dependent on the definition of cyberbullying used, the timescale, frequency, sample selection, and the mode of surveying the participants (Katz et al., 2014, p. 2) while discrepancies may also result from a lack of standardization and measurement instruments used (Cross et al., 2011; Low & Espelage, 2013; Menesini & Nocentini, 2009;

Tokunaga, 2010). David-Ferdon and Feldman Hertz (2007) suggested that the variety of terms used and the lack of a clear, universal definition make it very difficult to draw definitive conclusions across the limited studies. They argue that the problem is further compounded “by the lack of a gold standard to measure electronic aggression” (p. 2). While reported prevalence rates of cyberbullying vary significantly, clearly there is evidence of a growing concern in relation to this phenomenon and general agreement that it is a growing problem (David-Ferdon & Hertz, 2007; Kiriakidis & Kavoura, 2010; Mishna, Cook, Gadalla, Daciuk, & Solomon, 2010) and much more widespread than most educators and students think (Cassidy et al., 2012; Li, 2006).

2.4.2 Traditional and cyberbullying impact

Many studies have documented the impact of bullying on social, emotional and mental health problems for both the victim and the perpetrator (Besag, 1989; Bond et al., 2001; Cross et al., 2009; Gladstone et al., 2006; Kowalski & Limber, 2007; Pearce et al., 2011; Shariff, 2005; Slee, 1995b). Negative outcomes such as anxiety, loneliness and insecurity are common (Nansel et al., 2001; Olenik-Shemash et al., 2012; Olweus, 1989). Studies conducted by Bauman (2011), Chibbaro (2007), Cross et al., (2009) and Voors (2003) indicated that some of the effects of being bullied include low self-esteem, anxiety, depression and fear of social interactions. Victimised students are more likely to avoid school and have concentration problems (Junoven et al., 2000; Mellor, 1990).

Other research has indicated that victims of bullying have lower scores on social acceptance, scholastic achievement and general self-worth than non-bullied students (Arseneault et al., 2010; Mouttapa, Valent, Gallagher, Rohrbach, & Unger, 2004; Mynard, Joseph &

Alexander, 2000). Evidence also indicated bullying is a significant threat to child development and a potential cause of school violence (Olweus, 1978). Bullying impacts on students' ability to learn as well as on school attendance (Junoven et al., 2000; Rigby, 1998a). Victimization is clearly linked to feelings of low self-esteem, maladjustment, propensity to mental health concerns and suicidal ideation (Besag, 1989; Bonanno & Hymel, 2010; Campbell, et al., 2012; Cross et al., 2009; Rigby, 1998b; van der Wal, de Wit, & Hirasing, 2003).

Perpetrators of bullying are also at risk as bullying behaviour is recognised as a factor associated with antisocial and criminal behaviour patterns (National Crime Prevention, 1999). Students who bully others have been reported to lack a sense of family and school connectedness (Berdondini & Smith, 1996). Those who exhibit bullying behaviour are also at risk of developing psychosocial and psychiatric problems that can continue into adulthood (Olweus, 1993b). There is also evidence that perpetrators of bullying are more likely to use drugs and alcohol, engage in delinquent behaviour and are less likely to complete school (Gottfredson, Gottfredson, & Hybl, 1993). In an Australian study (Rigby et al., 1994) it was found boys who were perpetrators of bullying were more inclined to endorse domestic violence.

As with other forms of bullying, cyberbullying has been associated with many negative indicators, including a negative school experience, lower academic performance (Williams & Guerra, 2007), loss of self-confidence and damage to friendships (BoysTown, 2010a; Price & Dalgleish, 2009). A large scale Australian study (Cross et al., 2009) demonstrated that cyber victimisation was associated with high levels of stress symptoms while other studies have highlighted further serious impacts such as negative mental health outcomes and major depression, (Cross et al., 2009; Dooley et al., 2012; Kowalski & Fedina, 2011; Machmutow et al., 2012; Mishna et al., 2012; Olenik-Shemesh, Heiman, & Eden, 2012; Perren et al., 2010;

Schneider et al., 2012; Ttofi & Farrington, 2008; Ybarra & Mitchell, 2004) self-harm and potential for suicide (Bonanno & Hymel, 2010; Bregeut, 2007; Gini & Espelage, 2014; Hinduja & Patchin, 2010b; Klomek et al., 2008; Price & Dalgleish, 2009; Schneider et al., 2012). Such findings indicate that cyberbullying poses a real danger to the mental and physical health of young people.

It has been suggested (BoysTown, 2009; Campbell, 2005a; 2009; Campbell, Cross, Spears, & Slee, 2010; Campbell et al., 2012; Cross et al., 2009; Dooley et al., Grading, Strohmeier, & Spiel, 2009; Joint Select Committee on Cyber Safety, 2011; Junoven & Gross, 2008; Kiriakidis & Kavoura, 2010; Mishna et al., 2009; Perren et al., 2010; Raskauskas, 2010; Rice et al., 2015; Schneider et al., 2012; Sourander, 2010; Spears, Slee, Owens, & Johnson, 2009; Twyman, Saylor, Taylor, & Comeaux, 2010) that the impact of cyberbullying may be more severe than other forms of bullying given the wider potential audience in which public humiliation can occur and the relentless invasiveness of this form of harassment. According to the 2011 Joint Select Committee on Cyber Safety's inquiry, "because it 'mirrors and magnifies' traditional bullying, it often has severe effects on the mental, social and academic well-being of victims" (p. 97). The research of Strom, Strom, Wingate, Kraska and Beckert (2012), in three southern United States schools, indicated that students at each of these schools reported cyberbullying to be a problem, and that it was seen as more serious or worse than face-to-face bullying by two thirds of all students. In comparison with traditional forms of bullying, the public nature of cyberbullying and potential for larger audiences was found to increase the potential negative impact on victims (Dredge, Glesson, & de la Piedad Garcia, 2014; Kowalski et al., 2008; Menesini & Nocentini, 2012; Slonje & Smith, 2008). It has also been suggested that a contributing factor as to why cyberbullying is more stressful than traditional bullying may be the anonymity of cyberbullying,

with targets of cyberbullying less likely to know their perpetrators than in traditional bullying situations (Kowalski & Limber, 2007; Li et al., 2012; Nocentini et al., 2010; Sticca & Perren, 2012).

Some studies (Campbell et al., 2012; Rice et al., 2015; Perren et al., 2010; Spears et al., 2009) suggested cyberbullying evoked stronger negative feelings than traditional forms of bullying, with cyber victims reporting more social difficulties and higher levels of depression, anxiety and suicide ideation than traditional bullying victims. Cyberbullying victimisation is strongly associated with substance abuse, violent behaviour and risky sexual behaviour among high school students (Litwiller, & Brausch, 2013). Another study (Mitchell, Ybarra, & Finkelhor, 2009) reported that victims of cyberbullying are two and a half times more likely to experience depression than non-cyber bullying victims and if the situation is not stopped, emotional distress and delinquency are likely behavioural changes that can develop (Beran & Li, 2007; Hinduja & Patchin, 2009).

The acknowledgment that cyberbullying could be potentially more harmful than traditional forms of bullying is supported by Campbell (2005a) who referred to the lasting effects and impact of “the written word” (p. 71) and Dooley et al., (2009) who suggested that the large numbers of witnesses to cyber-attacks amplifies the impact. All suggested the, “... effect of the cyber group far surpasses the schoolyard group, given that the former is not bound by the school walls and the potential audience is limitless” (Dooley et al., 2009, p. 187). The public nature of the humiliation, particularly during the vulnerable adolescent phase where image and connection to peers is paramount, causes significant distress (Dredge et al., 2014; Sokal & Girling, 2010).

Slonje and Smith (2008) found that the type of cyberbullying method could contribute to the extent of the impact on the victim, with students perceiving the use of picture or video clips

as a form of cyberbullying to be more severe, due to the potentially large audience that can view them (often repeatedly due to the permanence of such mediums) and the fact that the victim can be identified. Research during the last decade (Campbell et al., 2012; Dooley et al., 2009; Patchin & Hinduja, 2006; Schneider et al., 2012; Sourander, 2010; Tokunaga, 2010; Wolak, Mitchell & Finkelhor, 2007) has suggested covert forms of bullying, such as cyberbullying, have the potential to result in more severe psychological, social and mental health scars than more traditional forms of bullying, because covert forms can occur at any time. Unlike traditional forms of victimisation, cyberbullying can occur in traditionally safe environments such as the home (Junoven & Gross, 2008) where a 'digital divide' between parents and children can result in a lack of online supervision (Palfrey & Gasser, 2008), making the impact widespread and invasive. While often initiated in an off-school setting, cyberbullying behaviour eventually affects the school environment (Zacker, 2009; Sokal & Girling, 2010). It has the capacity to wreak social damage on a broad scale (Ybarra, 2004). Failure to manage cyberbullying can also lead to increased numbers being victimised (High et al., 2007), as victims may become perpetrators seeking revenge (Hinduja & Patchin, 2009). Clearly, cyberbullying rates and consequences are becoming an increasingly significant issue of concern.

With an increased number of young people online for long periods of time daily, the potential for users of technology to behave irresponsibly or harass others is amplified (Festl & Quandt, 2013; Walrave & Heirman, 2011). Research has shown that Internet usage increased globally by 566.4% between December 2000 and June 2012 (Internet World Stats, 2012). A ConsumerReports.Org (2011) survey found over seven million active users of Facebook, a popular social network site, were under the minimum required age of 13 years for use of this program, suggesting they had lied about their age and in some cases, done so with the support of

their parents. The report also found that among young users, more than five million were under ten years of age, and that their accounts were largely unsupervised by their parents. Most disturbingly, the report indicated one million children were threatened, harassed or subjected to other forms of cyberbullying on the site within the 12 months prior to the publication of the report.

2.4.3 The divide in knowledge and understanding between youth and adults.

Of concern and exacerbating the management of this issue, is the divide between knowledge and understanding of the potential uses and impact of adolescent use of technology. There exists a generational difference in how today's youth and adults view and use technology, as expressed by the 2011 Joint Select Committee on Cyber Safety:

Unlike their parents/carers, most young people today use technology 'holistically': communicating, learning, socialising, playing, researching, and doing homework, so that their online lives blend seamlessly with their offline lives. There are some young people who do not have a clear demarcation between the online (virtual) world and the offline (real) world. For them, the two worlds exist symbiotically (p. 30).

Further, an Australian study (Campbell, 2005b) and others (Siciliano, 2012) indicated that while children and adolescents view digital technology as a part of their daily lives, and very important to their social wellbeing (Campbell, 2005b), many of these young people acknowledge that adults had no knowledge of their online lives. Such a finding is further supported by the American research of Wolak, Mitchell, and Finkelhor (2006) who found that the majority of online solicitations directed toward youth and a third of online harassment went undisclosed to parents. Another large scale American study found similar results, with many parents admitting

that they had limited or no knowledge of what their children did online (Symantec Corporation, 2010). A study by the world's largest dedicated security technology company, McAfee, in 2012 revealed that teens regularly engage in online activities of which their parents are unaware: 15% have hacked a social network account, 30% have accessed pirated movies and music, 16% have looked up test answers on a phone and 9% have hacked someone's email account, with less than 15% of parents being aware of these behaviours (Siciliano, 2012). As Cassidy et al., (2012) have shown, many teachers are unaware of the prevalence of cyberbullying in their students' lives. Although adults have embraced technological awareness in their own lives, "they are yet to fully fathom what it means for their children and their relationship: to be educated and to socialize in the midst of mobile social media" (Spears et al., 2011, p. 1). The ACMA study (2007) of Australian families found that 97% of parents used the Internet and were comfortable doing so, but may not have used more complex features such as blogs, chat rooms and social networking sites. Bauman (2007) claims that young people value technology because it is one of the few areas where their knowledge and skills exceed most of the adults with whom they interact. With young people spending more time online and with greater privacy in their computer use (ACMA, 2007; Rideout et al., 2010) and with the awareness that the freedom afforded by online communication and activity increases the potential for impact on users' psychological health (Durkee, Hadlaczky, Westerlund, Carli, 2011) such findings reinforce the potential for online risk.

Research (Agatston et al., 2007; Hinduja & Patchin, 2012b; Junoven & Gross, 2008; Li, 2006, 2007; Mishna et al., 2009; Smith et al., 2008; Ybarra & Mitchell, 2007) has also posited one of the main issues of challenge is students are reluctant to report cyberbullying to adults. Instead, the majority of adolescents remain silent (Smith et al., 2008) and do not tell adults when

they are victimised by cyberbullying. This was reinforced in longitudinal research (Kassel Schneider et al., 2015) who found that only one third of victims reported that they told an adult about being cyberbullied. They found that girls were more likely to tell an adult (39%) than boys (22%). Some of the reasons suggested for this reluctance to report included fear of the loss of Internet or mobile phone access as a consequence; lack of confidence in the adults responding appropriately; or, fear of making the situation worse. Other adolescents believe that their parents could not help them as they are not familiar with cyberspace (Hoff & Mitchell, 2009; Kowalski et al., 2008; Mishna et al., 2009). This is problematic as, unlike traditional forms of bullying, cyberbullying can go undetected unless reported (Bhat, 2008).

2.5 The Role of the Bystander in the Social Context of Traditional Bullying and Cyberbullying

2.5.1 The diversities of a bystander role

Research on both traditional and cyberbullying has identified the participant roles of victim, perpetrator and bystander (Kowalski et al., 2008; Li, 2006). It is known that bullying in schools more often than not occurs with student bystanders present (Atlas & Pepler, 1998; Pepler, Craig, & O'Connell, 2010; Rigby & Johnson, 2005; Salmivalli, Lagerspetz, Bjorqvist, Osterman, & Kaukianen, 1996) and that most instances of bullying behaviour involve bystanders who can unwittingly act as reinforcements or condoners of the action (Craig, Pepler, & Atlas, 2000; Hawkins et al., 2001; O'Connell, Pepler, & Craig, 1999). In an Australian study of primary and secondary schools in Adelaide, South Australia, over 90% of student respondents indicated an awareness of peer victimisation occurring in the presence of bystanders (Rigby &

Johnson, 2005). Studies in Canadian primary schools have estimated bystanders are present during bullying approximately 85% of the time (O'Connell et al., 1999). What is understood in the context of bullying behaviour, is that most commonly perpetrators are motivated by the pursuit of visibility, high status within the peer group and power (Salmivalli, 2010; Sijtsema, Veenstra, Lindenberg, & Salmivalli, 2009) and for this reason, bystanders play a critical role in the context of bullying (Salmivalli, 2014). They can play a role in reinforcing bullying behaviour, either through verbal or non-verbal cues, such as laughing, smiling or cheering (Salmivalli, 2010) and conversely they can play a role in supporting and defending victims (Sainio et al., 2011). While the experiences of bystanders, those individuals who witness bullying, generally have been overlooked in literature on the issue (Jones, 2014; Twemlow, Fonagy, & Sacco, 2004; DeSmet et al., 2014), the importance of bystanders as powerful moderators of behaviour has been identified and is increasing (Ball, 2007; Kraft, 2011; Salmivalli, 1999; Salmivalli, 2014).

Bystanders can have diverse roles in the bullying process, ranging from facilitating and inflaming to minimising and inhibiting bullying (Macklem, 2003; Kowalski et al., 2008; Salmivalli, 2010; Twemlow et al., 2004). The role of the bystander can directly influence the intensity and outcome of the bullying process (Davis & Davis, 2007; Stueve, Dash, O'Donnell et al., 2006). It has been suggested that even teachers, parents and administrators become passive bystanders when bullying is interpreted as part of the growing up experience and something students can deal with on their own (Bradshaw et al., 2007; Coy, 2001). The role of the bystander is, therefore, key to the management of bullying, and requires a more dedicated research focus.

Twemlow, Fonagy, and Sacco (2004) identified five different bystander roles, which

include: bully bystander, victim bystander, avoidant bystander, abdicating bystander, and altruistic bystander.

Bully bystanders act aggressively to sustain the bullying by offering positive feedback such as joining in or providing positive reinforcement in the form of laughing or encouraging gestures.

Victim bystanders typically stand by and remain silent while observing and avoidant bystanders deny personal responsibility for any level of involvement. Abdicating bystanders are likely to shirk responsibility by ‘scapegoating’. Different to each of these is the altruistic bystander who seeks to reduce or stop the bullying by defending the victim, comforting the victim, seeking support from adults or intervening to try and stop the behaviour.

Using different descriptive titles, but describing similar behaviours, research in Finland (Salmivalli et al., 1996) identified bystander roles further by classifying them as supporting, joining in, passively watching and occasionally intervening.

Both Twemlow et al., (2004) and Salmivalli et al., (1996) attempt to convey the complexity of the bystander role and its power to facilitate or ameliorate victimisation. They demonstrate that such a role is part of a triadic relationship, and has the potential to be an active participant in the social architecture of the school setting. More succinctly, perhaps, Salmivalli illustrates that the bystander has an unavoidably critical role as much more than an onlooker, and rather one whose response to what is witnessed, even when assumed as passive, will impact on the outcome of the bullying behaviour and victimisation outcome.

In some cases, witnessing bullying behaviour encourages bystanders to participate or involve themselves in an anti-social or aggressive manner (Craig et al., 2000). The research of Salmivalli et al., (1996) found that generally 30% of bystanders supported perpetrators rather than victims of bullying. Peer bystanders may encourage and prolong the bullying behaviour

behaviour through their presence or may join in with the harassment (Craig & Pepler, 1995). Bystander peers were found to spend 54% of their time reinforcing the actions of bullies by watching, 21% of their time actively modelling bullies and 25% of their time intervening on behalf of the victims (O'Connell et al., 1999). Such data implies the key role bystanders can play in inflaming or potentially reducing bullying through their responses.

The role of a bystander can involve a range of complex emotions and outcomes. Bystanders are also at risk of harm themselves, with research (Rivers et al., 2009) finding that the observation of bullying can predict risks to mental health. Young people often report feelings of helplessness or guilt for not becoming involved to confront the bully or support the victim (O'Connell, Pepler, & Craig, 1999). While Rigby and Johnson's study (2006) found considerable variability in the reported readiness of students to intervene in a supportive fashion, there was evidence of dissuading factors that prevented students from intervening. They found 43% of respondents reported that they certainly or probably would intervene while 23% indicated they certainly or probably would not and the remainder were unsure. The range of feelings experienced by bystanders in determining how to respond and whether to report what they see is, therefore, significant.

Mobilising peers to support a bullying victim is critical to affecting the outcomes of bullying victimisation (Salmivalli, 2014). Researchers (Orpinas & Horne, 2006; Sainio et al., 2011) have asserted that peers have a critical role in the maintenance of bullying among students. Promoting interventional responses from bystanders has been suggested as a promising way of managing and responding to bullying in schools (Newman, Horne, & Bartolomucci, 2000; Polanin, Espelage, & Pigott, 2012; Rigby & Johnson, 2005; Salmivalli et al., 2010; Salmivalli, 2014). Of interest is a growing understanding that awareness of cyber safety can be a protective

factor in schools (Campbell, 2005a). Additionally, there is a growing emphasis on viewing bullying in relation to the group context within which it occurs (O'Connell et al., 1999), and the resulting focus on encouraging the use of bystanders to engage in a pro-social and interventionist way to manage the issue (Andreou & Metallidou, 2004; Festl, Scharkow, Quandt, 2015; Menesini et al., 2003; Price et al., 2014) suggests that more attention to the potentially key role of bystanders is needed.

2.5.2 The role of the bystander in cyberspace

Just as traditional forms of bullying are likely to be witnessed by peers, the use of technology to harass others in a public domain also frequently involves an audience (Barlinska, Szuster, & Winiewski, 2013; Brody & Vangelisti, 2016; De Smet et al., 2012; Lenhart et al., 2011; Kowalski et al., 2008; Li, 2006). Although bystanders in cyberspace have not yet been extensively studied (DeSmet et al., 2014), it is understood that there is a substantial similarity between traditional and cyber bystander roles (Dempsey et al., 2011). Patchin & Hinduja (2006) found that in a sample of 571 participants less than 18 years of age, 47% had observed cyberbullying while online. This group has the potential to have a significant impact on the outcome of cyberbullying, mitigating the effects associated with cyberbullying through their intervention (Davis & Nixon, 2013; Fanti, Demetriou, & Hawa, 2012; Machumutow et al., 2012) or exacerbating and inflaming the damage to the victim (van Cleemput, Vandebosch, & Pabian, 2014). Awareness of the public nature of the humiliation was a common theme in Sokal and Girling's (2010) research, and their findings showed that online interactions have the potential to be destructive, in particular, to young girls' identity, relationships and psychosocial development.

When postings are made online, and frequently added to by others, this is likely to cause an extreme affective response in the victim (Sokal & Girling, 2010). Kramer and Winter (2008) described the management of online impressions during the teen years, as being of critical importance. Teens develop their online identities by posting pictures of themselves, quotations or song lyrics, and perceive that they can manage their own impressions (Sokal & Girling, 2010). For girls, in particular (in this early adolescent phase) status and popularity are frequently determined by the number of Facebook friends one has (Kramer & Winter, 2008; Sokal & Girling, 2010). When this online image is impacted by another source, often anonymous, ‘impression management’ is taken out of their hands. The vast and infinite potential audience in cyberspace may exacerbate the impact and level of humiliation (Sokal & Girling, 2010).

Despite the participation of an undefined audience, and the resulting potential for magnified shame, this forum easily allows for anonymity of the perpetrator and may occur in an unsupervised forum, so it is, therefore, likely that fewer consequences for the perpetrator may follow from this type of bullying. At the same time, it is possible that bystanders may underestimate the depth of the impact on the victim, and the bystanders’ subsequently reduced emotional response may decrease empathy and the urge to intervene. In such instances, the victims may interpret a lack of response as approval or encouragement of the bullying behaviour (Slonje & Smith, 2008).

In cyberspace, the boundaries between perpetrator and negative bystander are much less clear than in traditional settings as inactive online behaviour can have a different connotation than it does elsewhere. Similarly, the decision to forward a message blurs the boundary between perpetrator and bystander (Barlinska et al., 2013; Spears et al., 2009). Bystanders in cyberbullying can participate in perpetration (Kowalski et al., 2008; Spears et al., 2009); for

example, by forwarding or commenting on an image designed to humiliate another person.

While they may not have created the original content, the decision to forward an image or text involves them in an active way by spreading the content to an ever-growing audience (Spears et al., 2009). Bystanders do not always consider themselves as active participants in cyberbullying, although they may engage in behaviour such as commenting on or forwarding a post, which contributes to the harassment (Kraft, 2011). Involvement through a decision to forward or comment on an offensive message makes the boundary between perpetrator and bystander a very fine distinction (Spears et al., 2009). Further, inactive bystander behaviour in cyberspace can also be considered as a level of active engagement to some degree (Spears et al., 2009) and such passive bystander behaviour is understood to be the most common response (Huang & Chou, 2010; Salmivalli, 2010; Vandesbosch & van Cleemput, 2008).

Currently, there appears to be limited research on the impact of cyberbullying on bystanders. One investigation by Price et al., (2014) was prompted by the fact that little was known about the attitudes and behaviours of online bullying bystanders. This study found that the impact of bullying behaviour was not limited to those directly involved. Bystanders, who witness the behaviour as it starts, evolves and ends, (whether in person or via technology), are more than immobile onlookers. Their role, whether they actively support, desist from direct involvement or intervene in an effort to stop the behaviour, adds momentum to the bullying experience for either the victim, the perpetrator or both (Price et al., 2014).

Students are more likely to act positively as bystanders to bullying, including cyberbullying, when the person being targeted is their friend, and when they feel they have peer group support to intervene (Australian Human Rights Commission, 2012). The study of Bastiaenssens et al., (2015) revealed that bystanders in cyberspace had high behavioural

intentions to help the victim in a one-to-one capacity, and preferred to do this privately via technology rather than through a public networking forum or face-to-face, allowing them to control the audience. Such a response is thought to be preferred by young adults to provide them with time to think before giving a response (Baym, 2010) and assist them in managing self-disclosure and self- presentation (Valkenburg & Peter, 2011). Research (De Smet et al., 2014) has suggested that bystanders of cyberbullying believe that publicly helping the victim may increase the harassment because it will make the bully lose face in front of his / her audience (DeSmet et al., 2014; Poyhonen, Junoven, & Salmivalli, 2012). Furthermore, bystanders may think that helping the victim in front of an audience may embarrass the victim (Thornberg, 2007) or may fear that their own safety will be compromised (Bastiaenssens et al., 2015; DeSmet et al., 2012; DeSmet et al., 2014). Other studies indicate, that despite good intentions by bystanders in cyberspace, most do not intervene to stop bullying, but instead act in ways which maintain it (Craig et al., 2000; O'Connell et al., 1999). Given the potential of the bystander audience in cyberspace, a focused approach on this group who are in a position to support their peers and impact on cyberbullying is thought to be a valid pathway. As explained in the 2011 Joint Select Committee on Cyber-Safety's inquiry report:

Confident bystanders are important because bullies like an audience, whether it is online or at school, but they are most likely to stop when peers show disapproval. Evidence suggests that, when a peer or bystanders do intervene, bullying stops 'within ten seconds': much more quickly than if an adult does the same thing. Education is required so that bystanders can be defenders, stand up for victims, or, if that is not possible, walk away to deprive the bully of attention (p. 112).

As in traditional bullying, the potential for cyberbullying bystanders to be supported and

equipped with skills to respond in appropriately proactive ways, is recognised as a potential avenue for further investigation. Interventions in schools which focus on transforming the bystander role as one who is a committed community member appear vital. Clearly, more research is needed to better understand the engagement and responses of positive bystander behaviour.

2.5.3 School culture and the development of empathy in students

The bystander position is very closely linked to peer pressure and the desire to be accepted by peers (Nickerson, Mele, & Princiotta, 2008), while the established culture is also a key contributing factor for bystanders (Davis & Davis, 2007). In school settings where being vocal about social injustice is encouraged and valued, the risk of social denunciation is reduced. Conversely, in settings where bullying behaviour is prevalent and perpetrators hold positions of power, the risks to the bystander of speaking up against bullying are greater. A 2002 study showed that 30% of young victims of cyberbullying told no one (Campbell, 2005a); similarly, an Australian Human Rights Commission Project (2012) found that students experienced a range of barriers to taking positive bystander action in cyberbullying situations. These included fear of becoming the next target, rejection from peers who might disapprove and uncertainty about who to tell.

Limited studies of bystander behaviour in Australian schools have been conducted (DeSmet et al., 2014). A study in a South Australian primary school (Lean, 1998) investigated how students would be likely to respond as bystanders if they witnessed traditional bullying behaviour. The study concluded that most eleven year olds, male and female, displayed an empathic response to a story about victimisation and believed they would support a victim of

bullying. While positive intentions were expressed by most, whether such intentions would translate into action was not clear. Rigby and Johnson (2010) undertook a larger scale study of both primary and secondary school students in South Australia, concluding that the experience of being a bystander to bullying was one to which almost all students could relate. Their findings indicated bystanders would be likely to respond in a range of ways, again with a focus on predictions of intentions, not actual responses. Similarly, in a study within a Canadian school, using direct observational methods and video camera and wireless microphones, Pepler and Craig (1995) suggested that actions supporting victims of bullying were actually much less common than expressed intentions.

Bullying that is persistent and pervasive can, in fact, eat into the entire school climate (Orpinas, Horne, & Staniszewski, 2003)). Teachers who view bullying incidents as normative behaviour are unlikely to intervene (Kochenderder-Ladd & Pelletier, 2008), while others fail to respond because their tolerance to bullying behaviours is high, they feel inadequate about how to respond or they simply do not notice the behaviours (Cassidy et al., 2012; Cross et al., 2009; Crothers & Kolbert, 2008; Huang & Chou, 2013; Naylor, Cowie, Cossin, de Bettencourt, & Lemme, 2006). While the problem of cyberbullying is now recognised by many teachers, it has been posited that they may not be aware of individual incidents (Cross et al., 2009), which I suggest, propels them into an abdicating bystander role due to the avoidance of acknowledgement of the issue. This may, at least, be how students view school staff who are perceived to fail to act or to notice bullying. Because the social climate of the school can directly impact on students' engagement, or otherwise, in aggressive behaviours (Baker, 1998), it is logical that in an environment where aggressive behaviours are ignored or accepted, more of these behaviours will be evident.

School environments that condemn bullying and encourage efforts to prevent it are vital (DeSmet et al., 2014; Huang & Chou, 2013; Yoon & Barton, 2008). In instances where bystanders come to victims' defence, it has been found that an immediate, positive difference is achieved in victims' situations (Barlinska et al., 2013; Salmivalli, 2010). Such interventions include offering help and / or support to the victim or defending the victim; or, in the case of cyberbullying, responding online in an affirmative context, encouraging the victim to change their password or reporting the concern to an authority (Price et al., 2014). It has been suggested bystanders' awareness of their role and the development of empathy, the sharing of another person's emotional state (Cohen & Strayer, 1996), within bystanders may effectively ameliorate the cyberbullying process and mitigate some consequences of victimisation (Salmivalli, 2010; Steffgen et al., 2011). Such responses require a degree of moral engagement in bystanders (Barlinska et al., 2013; Spears et al., 2009) and such understanding and sharing of emotions may be a prerequisite for minimising cyberbullying (Steffgen et al., 2011). Therefore, encouraging proactive bystander responses and the development of empathy is a valid goal for interventions that may assist in managing cyberbullying. Such initiatives can strengthen young people's motivation to stand up for victimised peers (DeSmet et al., 2014; Salmivalli, 2014) and reduce aggressive behaviour (Jolliffe & Farrington, 2004). Of interest is a growing emphasis on viewing bullying in relation to the group context within which it occurs (O'Connell et al., 1999), and the resulting focus on encouraging the use of bystanders to engage in a pro-social and interventionist way to manage the issue (Andreou & Metallidou, 2004; Festl et al., 2015; Mensini et al., 2003; Price et al., 2014) suggested that more attention to the potentially key role of the bystander is needed.

2.6 Bullying Resolution Responses in Schools

2.6.1 Responses to traditional bullying in schools and their impact in reducing bullying

School educators play an important role in responding to bullying (Huang & Chou, 2013; Salmivalli, 2014; Yoon & Barton, 2008) although there is no agreed 'one size fits all' method agreed upon. Various responses to the issue of bullying in schools have been implemented (Brown, Low, Smith, & Haggerty, 2011; Farrington & Ttofi, 2009; Frey, Hirschstein, Edstrom, & Snell, 2009; Olweus, 1994; Roland, 2000; Välimäki et al., 2012). Tattum and Tattum (1992) argued schools have a responsibility to provide a safe environment for students and to eradicate bullying. They maintained staff within schools should model positive behaviour, foster the development of social skills and provide support for students at risk. Implementations such as consistent rules, a recognition and acknowledgment of bullying and the provision of structures to respond quickly are fundamental steps to managing the problem (Maxwell & Carroll-Lind, 1997). The research by Ma (2002) suggested schools with less bullying are typified by positive disciplinary actions, high academic standards and strong parental involvement. Similar results from Ttofi and Farrington's (2011) study of 53 different anti-bullying programs found useful strategies to be long-lasting programs, which incorporated parent meetings, increased yard supervision and strong discipline for infractions.

Eslea and Smith (1998) demonstrated it is possible to reduce the incidence of bullying when a range of strategies is undertaken and implemented. This range includes whole school policies, curriculum content, environmental improvements and direct intervention with both perpetrators and victims. Máchačková, Dedkova, Sevcikova and Cerna (2013) suggested the

strongest predictor for receiving bystander support is direct requests for help, and maintain young people need support to develop the social skills and strategies both online and offline to respond appropriately. Their guidelines stress the need for strategies to be “embedded into the curriculum, rather than being ‘standalone’ messages, so as to enable students to refine their skills over time and to foster lasting behaviour change” (Välimäki et al., 2012, p. 8).

What is known is that there is no one approach to manage bullying and some interventions are unsuccessful (Rigby, 2011). Rigby described school bullying as “a problem that seemingly will not go away” (2011, p. 273) and outlined six main methods used by schools to combat bullying: the traditional disciplinary approach; strengthening the victim; mediation; restorative practice; the support group method; and the method of shared concern. The main methods as detailed by Rigby (2011) are as follows:

- 1) The *traditional disciplinary approach*, which imposes sanctions or punishments on the perpetrator of bullying and has some success, although it may encourage the perpetrator to adopt more covert forms of harassment;
- 2) *Strengthening the victim approach*, which assists the victim in coping more effectively when targeted. This method can be effective but time intensive;
- 3) *Mediation*, which involves students in conflict working with a trained mediator to find a way of resolving the problem. It requires both parties to be actively seeking a resolution;
- 4) *A restorative practice approach*, which involves the perpetrator reflecting on his/ her behavior, and acting to restore a damaged relationship. It requires the remorse of the perpetrator and readiness of the victim to accept an apology;
- 5) *The support group method*, which is a non-punitive approach involving a group

meeting without the presence of the victim and the establishment of a group responsibility to resolve the situation; and,

- 6) *The method of shared concern*, which is a non-punitive approach involving a one to one meeting with individuals suspected of bullying behavior, and ultimately the victim, to negotiate an agreed solution.

Each of these approaches has its limitations. Further, Rigby (2011) stated that most programs include both preventive measures and ‘postventive’ responses, but maintained that based on responses of students who have gone to teachers for help when they have been bullied, “interventions quite often are ineffective in stopping the bullying once it has occurred” (p. 274).

A recent study by Farrington and Ttofi (2009), in a major meta-analysis of school-based interventions to stem bullying, claimed that anti-bullying programs are effective in reducing bullying by approximately 20%. There are limitations to bullying issues being managed or reduced and lack of knowledge of the issue by staff is one such factor. Smith and Shu (2000), who conducted questionnaires of 2308 students in England aged 10-14 years, revealed a pattern of only 35% of bullied students reporting the concern to a teacher. The study showed 49.7% of the teachers were unaware of the bullying, and according to the students surveyed, a further 9.1% knew but did nothing to stop the bullying. In only 26.6% of all reported cases did the bullying stop after reporting. Results indicated that for 28.7% of the cases, the bullying reduced and for 16.4 % it actually deteriorated. In essence, for almost half of the students, reporting the bullying to a teacher did not improve the situation.

An Australian study by Rigby and Barnes (2002) produced similar findings. In this study, 38% of 8-12 year olds reported having told a teacher while 24% of 13-18 year olds reported similarly. Of the bullied respondents, 57% indicated that the situation had not improved after

reporting with 8% indicating that the situation had become worse. It would appear that while schools have attempted to respond to the issue of bullying, and have employed a range of different strategies and responses to the situation, students, generally, have little confidence in the ability of teachers to stop the bullying and current interventions are only partially successful (Rigby & Bagshaw, 2003).

Research indicates teachers who had participated in professional development based on bullying prevention were more confident about responding, had more supportive attitudes about victims and had a greater sense of positivity when dealing with parents regarding such issues (Alsaker, 2004). A further study on mental health interventions in schools by Orpinas and Horne (2006) outlined the requirements of a safe and positive learning environment, where intellectual and social capacities are maximised and bullying behaviour is monitored and minimised, as actively creating an inclusive atmosphere where individual difference is understood and valued. They asserted that to stop bullying behaviours in schools, a solution-focused approach has the greatest success. The premise for this argument is that the focus is centred on what will work to resolve the problem rather than on the problem itself, and that change is created by altering the beliefs and expectations of the student (Orpinas & Horne, 2006).

A commonly accepted premise (Blum, 1998; Greenberg, Domitrovich, & Bumbarger, 2001) is that a multi-strategic approach, using a collection of coordinated responses is more effective than a single method approach. Catalano et al., (2003) concluded the most effective programs contained at least five different aspects of social/emotional learning. Such considerations when developing an effective program might include, for example:

- 1) The involvement of all students at all year levels developing 'Safe School' programs.

This is a core document that identifies the aims of the school in relation to the

prevention and management of bullying and outlines ways in which these will be supported by school systems, policies and procedures (Smith, Ananiadou & Cowie, 2003);

- 2) Student ownership of Safe School initiatives, which may include peer tutoring sessions, the development of performances and displays. Perkins (1992) has argued that student ownership leads to increased student resilience and social competencies;
- 3) The promotion of pro-social behaviours and positive relationships. Bullying is less likely to thrive in such an environment (Galloway & Roland, 2004) and student wellbeing is fostered (McGrath & Noble, 2003);
- 4) Use of cooperative learning. Student levels of connectedness with others is critical to their acceptance of responsibility for the wellbeing of others (Noble, 2006);
- 5) The direct teaching and promotion of pro-social values. Many researchers have included this as part of an overall anti-bullying and wellbeing initiative (Cowie & Olafsson, 2000; Cross, Hall, Hamilton, Pintabona, & Erceg, 2004);
- 6) Peer support systems, that involve students in rejecting forms of bullying, and
- 7) Problem based learning; that is, a teaching and learning approach that incorporates student ownership, self-directed learning, goal setting, problem solving and cooperative work (McGrath & Noble, 2005).

2.6.2 Responses to cyberbullying in schools

A small body of research has explored prevention and intervention responses and strategies for cyberbullying, although such studies are lacking (von Marees & Petermann, 2012). While the majority of teachers are concerned about cyberbullying (Ryan et al., 2011) some studies

found that teachers felt unprepared to deal with cyberbullying (Akbulut & Cuhadar, 2011; Cassidy et al., 2012; Heiman, 2010; Huang & Chou, 2013) and were often unaware of the extent of cyberbullying (Cassidy et al., 2012). Some school staff are uncertain whether they should intervene if the bullying occurs outside of the physical school setting (McNamara & Moynihan, 2010), despite the fact that they do have a duty of care to respond to students' welfare and wellbeing needs (Campbell, Butler, & Kift, 2008). As Ford (2007) explained, the relationship of a teacher and student does not necessarily start and end with a student's arrival at and departure from school, and a duty of care may arise, requiring some level of responsibility for actions that occur outside school hours and involve students from the school. Diamanduros, Downs, and Jenkins (2008) recommended that parents and students are required to sign a contract which ensures that they understand the consequences of cyberbullying behaviours has on student wellbeing and its negative impact on the educational environment.

Despite the growing trend for schools both in Australia and internationally to take some level of responsibility for the management of cyberbullying issues that impact on students (McGrath, 2009), studies of student perceptions revealed that teachers were not perceived to handle cyberbullying appropriately (Agatston et al., 2007; DeSmet et al., 2014; Li, 2010) while a 2013 Belgium study (DeSmet et al., 2015) confirmed the accuracy of this perception, noting that other educators such as school counsellors and principals were more likely to apply recommended approaches. Such findings suggest the need for ongoing educator training, and further recommendations include the involvement of students as co-designers of this educational training (Paul, Smith, & Blumberg, 2010; Spears et al., 2011) as a means to bridge the digital gap and enhance understanding (Greenhow, Robelia, & Hughes, 2009). According to Prensky (2012), young people have a 'digital wisdom' which is relevant, and which adults should learn

from, in considering how to respond to and manage the issue of cyberbullying. To date there have been several examples (Spears et al., 2009; Third, Richardson, Collin, Rahilly, & Bolzan, 2011) of the creative involvement of youth in professional learning around this issue, and it has been posited that young people are “explicitly positioned” to be the source of data as co-researchers in this domain (Slee & Spears, 2010, p. 23). Given the damaging effects of cyberbullying, such interventions should be a priority.

2.6.3 Challenges for schools in responding to bullying

One established difficulty of developing a consistent and effective school response plan stems from the perceptual differences between staff and students about the nature and frequency of bullying. Research (Nicolaidis, Yuichi, & Smith, 2002; Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002) has indicated many teachers are unaware of the seriousness of the problem and its potential impact on students and are likely to report lower perceived rates of bullying than students. Students report their parents and teachers are often unaware of traditional bullying occurrences (Pellegrini, 2002); similarly, parents are not always aware of their children’s on-line behaviour and current research indicates that they frequently leave their children and young adolescents to self-regulate their on-line behaviour (Goldstein, 2015). In a study by Olweus (1993b) 51% of teachers reported knowing about bullying incidents, compared with 63.4% of parents and 71.8% of students being aware of these incidents.

Indirect bullying, in particular, may go undetected in the school setting and may even go unnoticed by a classroom teacher due to its covert nature (Rivers & Smith, 1994). Frequently, teachers do not feel confident in their abilities to respond to bullying issues (Akbulut & Cuhadar, 2011; Boulton, 1997; Cassidy et al., 2012; Huang & Chou, 2013) or may even consider that it is

a natural ‘rite of passage’ through adolescence (Pellegrini, 2002). Survey results from Rigby and Bauman (2010b) suggested teachers are generally well intentioned, but frequently unaware of the options that exist for responding to incidents of bullying and are divided over what is the best way of dealing with particular cases.

It has been suggested that teachers’ ability to identify bullying behaviour and determine appropriate ways to intervene may be impacted by varying definitions and methods used (Griffin & Gross, 2004; Hazler, Miller, Carney, & Green, 2001) and that this can contribute to the problem (Doll, Song, & Siemers, 2004; Hazler et al., 2001). It stands to reason, therefore, that if traditional forms of bullying go unrecognised by teaching staff, cyberbullying is likely to be even less understood and acknowledged, given its potential lack of visibility in the school setting.

Insofar as the challenge of responding to cyberbullying in schools goes, it is important to recognise that for adults, including teachers, cyberbullying was not part of their own school experience. While most adults have embraced technology in their working and private lives, children born since 1995 when the Internet was first commercialised, have grown up with technology to the point where they move seamlessly between online and offline environments (Spears et al., 2011). As young people come to this arena as the experts, in considering how to respond to cyberbullying, it may be practical and wise to involve them and give voice to their experience, rather than applying a purely adult lens to this issue.

2.6.4 Adult awareness of cyberbullying

Many adults are unaware of the occurrence of cyberbullying among adolescents or choose not to get involved (Beran & Li, 2005; Cassidy et al., 2012; Huang & Chou, 2013; Willard, 2005). Trolley, Hanel and Shields (2006) asserted many schools have yet to understand the issue

and have not established appropriate protection and intervention programs. Additionally, some studies (Agatston et al., 2007; Dooley, Grading, Strohmeier, Cross, & Spiel, 2010; Juvonen & Gross, 2008; Keeley et al., 2014; Smith et al., 2008; Willard, 2005) suggested that significant numbers of students (up to 90%) do not report cyberbullying to an adult. Victims express fear of losing computer access or privileges as a greater concern than emotional harm or harassment from cyberbullying (Li, 2010; Strom & Strom, 2005) and suggested adults are generally ill-informed about cyberbullying (Altuna et al., 2013; Smith et al., 2008); would or could do nothing to stop it (Campbell, 2007; Li, 2010); or, would handle it ineffectively (Mishna et al., 2009). Another fear is that the cyberbullying could escalate the problem if it is reported (Li, 2010) or that the bystander could become the next target (Thomas, Falconer, Cross, Monks & Brown, 2012). Parents in another recent study (Monks, Mahdavi, & Rix, 2016) noted the difference in computer literacy skills between themselves and their children as a potential limitation in managing cyberbullying. Consequently, a unique challenge exists for schools in identifying and responding to this issue, particularly given the fact that cyberbullying frequently occurs off campus and out of school hours.

Furthermore, while it is understood that the attitudes and behaviours of young people are influenced by different socialisation agents including parents, teachers and other adults within educational roles (Rubini & Palmonari, 2006), research specifically exploring teachers' roles related to bullying is scarce (Bauman & Del Rio, 2006; Brown, 2014; Brown et al., 2006; DeSmet et al., 20015; Espelage & Swearer, 2003; Heiman, 2010; Huang & Chou, 2013; Ihnat & Smith, 2013). This research project sought to add to the literature in this field, noting that the social norms of adults had the potential to have a significant influence on cyberbullying perpetration (Ang, Tan, & Mansor, 2011; Pabian & Vandebsoch, 2014; Wright & Li, 2012). To

my knowledge, there have not yet been any studies examining the difference in response to cyberbullying from staff members of different genders. For this reason, it was decided that for the purposes of this study, staff members would be asked to identify their gender in the hope that this information might illicit some information about the way staff members of either gender responded to reported or observed incidents of cyberbullying.

2.6.5 Teachers, duty of care, and the law

Australia was one of the first countries to provide government leadership in all states and territories to assist in the development of a consistent approach to bullying. The National Safe Schools Framework (NSSF) (MCEETYA 2003, 2013) was developed to assist schools in reducing bullying behaviour and improving the social and emotional health of students (Cross et al., 2011). The NSSF is guided by the social vision that all Australian schools are safe and supportive environments, and provides strategies for school use to assist in the development of such environments. While it is now mandatory for Australian schools to have anti-bullying policies (Ananiadou & Smith, 2002), different education sectors in each state and territory provide schools in their jurisdiction with guidelines for developing anti-bullying policies (Good Schools Guide, 2013). All Australian states have representatives on the Safe and Supportive School Communities project, which is a national collaboration. A further government initiative has been the introduction, on 24 March, 2015, of the Enhancing Online Safety for Children Act 2015, with support from all major Australian political parties. The Act seeks to enhance online safety for children through the establishment of a Children's eSafety Commissioner and the implementation of a complaints system to remove cyberbullying material targeted at children (Fletcher, 2015).

The fact that school anti-bullying policies are mandated, and that such government scaffolds are now enforced does not, however, mean that teachers know what to do when presented with a bullying report or concern or that they are effective. Teachers' understanding of what constitutes bullying varies, and not all educators recognise cyberbullying (Barnes et al., 2012; Cassidy et al., 2012; Huang & Chou, 2013; Kochenderfer-Ladd & Pelletier, 2008). In an American study by Zacker (2009), small numbers of school staff reported being confident in their approaches for dealing with cyberbullying. A comparative study of cyberbullying in Turkey and Canada (Ryan et al., 2011) found fewer than half of teachers knew how to respond when a cyberbullying incident occurred. Many educators recognised physical violence as the key indicator of bullying, citing it as an example of a bullying behaviour which would cause them to intervene, and were inclined to disregard covert aggression as less serious (Ryan et al., 2011). Tangen and Campbell (2010) also noted that Australian teachers were more likely to focus on preventing face-to-face bullying than cyberbullying.

In addition to the issue of teachers not always identifying bullying behaviour, a further complicating fact in the issue of educational responses to cyberbullying is that the virtual nature of this behaviour means it may occur both within and outside of the school parameters (Cross et al., 2009; Smith et al., 2008), thus blurring the boundaries for responsibility and management (Shariff, 2005). Such indefinite parameters and a lack of universally accepted and understood definition, coupled with uncertain legal parameters regarding student privacy, has led some educational institutions to absolve themselves from responding to such incidents (Shariff, 2004). The legal boundaries are unclear when students are participants in harassment via home or personal computers. Additionally, educational institutions are discovering that traditional responses to bullying are not effective in managing cyberbullying due to the often anonymous

nature of cyberbullying and its capacity for infinite audience participation (Shariff & Hoff, 2007). All bullying, including cyberbullying, is, however, more than just a dyadic relationship between the victim and the perpetrator (Pepler, Jiang, & Connolly, 2008), and therefore embedded in this socio-ecological perspective, schools must assist in providing safe environments for students to learn, with the appropriate policies, prevention and intervention responses (Richard, Schneider, & Mallet, 2011; Yoon, Bauman, Choi, & Hutchinson, 2011). According to a report commissioned by the Australian Government: “Cyberbullying incidents involving Australian minors, the nature of incidents and how they are currently being dealt with” (Keeley et al., 2014), the vast majority of schools have a policy for dealing with cyberbullying as well as education programs and activities aimed at preventing cyberbullying. The report estimates, however, that only one third of cyberbullying incidents are reported to schools, and of these a small number are reported to police, usually when the incidents involve coercive sexting, intimidation, blackmail or sharing revealing images and video without authorisation; creating hate websites; or cyberbullying behaviour where the offender is anonymous (Keeley et al., 2014). On occasion, police receive reports from schools as well as from victims themselves. However, the number of reports recorded by police is very low compared to the estimated number of incidents which are reportedly referred to police.

In Australia, bullying, and therefore cyberbullying, is not classified as a criminal offence per se, however, the law does name criminal offences associated with bullying including assault, extortion, stalking, threats to kill or harm, malicious damage (e.g. sending a virus), racial vilification and harassment (Adams, 2007; Nicholson, 2006). In many instances, cyberbullying can constitute criminal behaviour, in particular when it involves behaviour which is intimidating

or seriously threatening. However, police do not generally pursue criminal action for cyberbullying in schools. As noted in the UNSW synthesis report:

Police only acted on the more serious cases and always used non-punitive approaches in the first instance such as warning the bully or using diversionary approaches such as juvenile justice conferences. Police avoided investigating low level matters involving juvenile offenders unless they had committed a relatively serious offence. Police preferred the less serious cases to be dealt with by school and other agencies (p. 6).

Further, Katz et al. (2014) found that there was little research on the effectiveness of criminal laws in actually deterring or changing student behaviours. In most cases, bullying, including cyberbullying, is dealt with at a school level although some incidents may be referred to the police (Katz et al., 2014). Indeed, within Australia, common law states that a school authority has a non-delegable duty of care towards its students, which means that the practical responsibility for ensuring that the school is safe environment is delegated to the principal and through this role, to the school staff. The generally accepted practice in the teaching profession is to respond as a reasonable school authority or teacher, for example, in the appropriate monitoring of electronic equipment and supervision of its users. Schools are required to have appropriate policies in place to deal with bullying, including cyberbullying. Such a policy should include clear definitions, be practical and well-publicised. Aligned with this is the need for clear protocols and procedures (Cross & Walker, 2012). In the area of cyberbullying, the challenges lie in the detection of behaviour given that it is covert and that victims often do not report it (Agatston et al., 2007 Junoven & Gross, 2008; Smith et al., 2008; Ybarra & Mitchell, 2007).

The importance of understanding the factors contributing to bullying is critical and

educators must be aware of the way technology can be used to cause harm and what strategies or actions they might apply within their schools to manage and combat it (Beale & Hall, 2007; Christenson & Aldridge, 2012; Dehue, Bolman, & Vollink, 2008; Erdue-Baker, 2010; Willard, 2006). It is well documented that bullying is a psychologically devastating form of social malice, impacting on children and adolescents (Arseneault et al., 2010; Cross et al., 2015; Gati, Tenyi, Tury, & Wildmann, 2002; Swearer Napolitano et al., 2010). The impact on all involved is significant; bullying impacts on the sense of safety and wellbeing that all students (victims, perpetrators and bystanders) require in order to learn and therefore disrupts the learning environment (Shariff & Strong-Wilson, 2005); it engenders feelings of hostility, incompetence and fear (Shariff & Strong-Wilson, 2005) and can lead to adult antisocial behaviour in later years (Depeng et al., 2011; Smokowski & Kopasz, 2005). In such an environment, equal opportunities to learn are reduced (Devlin, 1997). The long-term costs of bullying to the wider community are, therefore, significantly higher than those needed to manage the issue within schools and this should be an issue of high priority.

It would appear technology has provided young people with a modern day arsenal of weapons for cruelty and harassment (Harmon, 2004). Despite the growth of cyberbullying and the rise of public concern for solutions to this problem, there has been little clear progress in the development of preventative initiatives for use in schools. In Australia, the Office of the Children's eSafety Commissioner provides a list of State Education Department anti-bullying and technological usage policies, including in Tasmania, a Social Media Policy, however no systematic review of anti-cyberbullying programs has been attempted (Fong & Espelage, 2015). As with other more easily recognised and understood forms of bullying, educators play a critical role in preventing cyberbullying and promoting responsible online behaviour. Shariff (2005)

believes schools have “... a responsibility to adapt to a rapidly evolving technological society, address emerging challenges, and guide children to become civic-minded individuals” (p. 462). It is vital the lens of educators is turned to examine the nature and prevalence of cyberbullying amongst students and that support, practical and financial, is provided in and to schools to equip educators to respond in a meaningful and proactive manner.

Such resources would include regular surveys of students to track the breadth of the problem, classroom programs about pro-social behaviour and increased supervision of students. In acknowledging “there is no single solution to the problem of cyberbullying; it needs to be regarded as a live and ongoing issue” (Childnet, 2014). Childnet International also recommends, “robust policies ... that include the acceptable use of technologies” (p. 3), the establishment of shared definitions of cyberbullying, clear reporting procedures and staff education. Further, it is recommended that policies include proactive protocols, plans and practices (Cross et al., 2011) and guidance about what is appropriate behaviour to assist school in managing both traditional and cyberbullying incidents.

2.7 Conclusion

Chapter 2 has provided a summary of the literature on bullying, and in more detail, the current theoretical knowledge relating to cyberbullying. This chapter highlights the significance of cyberbullying, a relatively new form of bullying behaviour, with several unique characteristics that can exacerbate the harm to victims, as an increasingly serious problem in our schools and society. It identifies there are gaps in existing, and primarily quantitative, research in this area (Doll et al., 2004; Bauman & Del Rio, 2006).

It focuses attention on the need for further research relating to the nature, prevalence and impact of cyberbullying. It is particularly important that teachers and administrators in school are made aware of the complexity of this issue in order to respond to and manage it appropriately. Raising awareness among educators regarding the serious nature of cyberbullying is likely to be a solid first step in addressing the harmful effects of cyberbullying. In response, I aimed to explore in depth the phenomenon of cyberbullying in a Middle School setting in order to gain a deeper knowledge of the issue and to use this knowledge to inform future practice and policy.

This research study explored the experience of key stakeholders including, importantly, bystanders and staff, examining, through its research questions:

- The prevalence and incidence of cyberbullying during the transition years to secondary school (Years 7 and 8) to secondary school in one large co-educational school;
- The perceptions of the nature, frequency and impact of cyberbullying within different stakeholder groups (students; teaching, non-teaching support staff and management staff) within the case study school;
- The impact of the bystander in influencing and responding to cyberbullying; and
- Potential solutions to managing cyberbullying.

This primarily qualitative study, therefore, (in exploring student and staff perceptions of cyberbullying) has been developed to provide a significant contribution to the literature base.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter provides a description of how this study was conducted. First, an explanation of the theoretical framework underpinning this research is presented. Given that contemporary educational research is recognised by its diversity, richness and vastness of purposes, a justification is provided for the methodological approach undertaken. The research methods employed to gather data are outlined, and the methods for selecting and surveying participant groups, and collecting data are summarised. Ethical considerations and processes are outlined. Finally, data analysis techniques are discussed.

3.2 Theoretical Framework

The theoretical framework of a research project communicates the philosophical basis on which the research is structured, and shapes the link between the theoretical aspects and practical elements of the research project (Creswell, 2008; Guba & Lincoln, 1989). Such frameworks have been described as the map for a study, providing a rationale for the development of research questions or hypotheses (Fulton & Krainovich-Miller, 2010). LoBiondo-Wood (2010) explained further that the research questions, purpose and theoretical framework should complement each other and assist in the organisation of the research design. The theoretical framework, therefore, has implications for every decision made throughout the research process.

Crotty (1998), in addition to other social researchers (Creswell & Plano Clark, 2007), advocated the identification of methodologies and methods that will be used in the research

project and the subsequent justification for these choices. The methodologies include “the strategy, plan of action, process or design lying behind the choice and use of particular methods, and linking the choice and use of methods to the desired outcomes” (Crotty, 1998, p. 3) while the methods communicate “the techniques or procedures used to gather and analyse data related to (the) research question” (Crotty, 1998, p. 3).

Robson (2002) argued it is essential for researchers to actively consider appropriate research design, as there is a possibility of relying on preferred approaches regardless of the issue being investigated. It is, therefore, imperative to apply a method well matched with the area of investigation. A theoretical framework discusses the theoretical perspective and epistemology supporting this research, the methodology and the methods. In determining the theoretical framework for this study, methodologies and methods outlined by Crotty (1998) and Somekh and Lewin (2005) were applied. Somekh and Lewin (2005) suggested that while research begins with a theoretical framework, and proceeds to data analysis, it might lead to the development of new or varied theories as an outcome of the research. Investigating cyberbullying involves a concrete understanding of particular components.

The aims of the current research were to provide an insight into the staff and student perceptions of cyberbullying within one Middle School setting in Tasmania, and to explore the role and influence of the bystander. This study sought to gather information about key stakeholder groups and examined their understandings and behaviours. Once these aims had been established, I was able to move towards more concrete generation of research questions, which influenced the research design. Specifically, the research sought to explore the prevalence and incidence of cyberbullying during the Middle Years; the perceptions held by staff and students about the nature, frequency and impact of cyberbullying; the impact of the bystander in

influencing and responding to cyberbullying; and, potential solutions to cyberbullying. At this point I reiterate the Research Questions:

1. What is the prevalence and incidence of cyberbullying during the transition years (Years 7 and 8) to secondary school in one large co-educational school?
2. What perceptions of the nature, frequency and impact of cyberbullying exist within the different stakeholder groups (students; teaching, non-teaching support staff and management staff) within the case study school?
3. What is the impact of the bystander in influencing and responding to cyberbullying?
4. What are the potential solutions to managing cyberbullying?

3.3 A Knowledge Framework

All forms of research aim to interpret a feature of the world (Holloway, 1997). As researchers, we aim to understand, explain or make sense of some aspect of that area that is problematic. Individual motivations for undertaking research, and the particular processes chosen to this end, vary widely and are impacted by many factors including perspectives, theories, beliefs, paradigms and worldviews. The researcher's awareness of particular theoretical perspectives, and the consideration of practical elements in the selection of methodology and methods therefore influences coherent research design, including selection of techniques, and enables substantiated conclusions to be drawn (Crotty, 1998; Silverman, 2000; Greener, 2011) and for my purposes, extends to include the fit among theoretical framework, epistemology, methodology and choice of methods.

Crotty (1998, pp.2-3) posits that any researcher should be able to answer four simple questions which he defines as the basic elements of the research process. These are:

1. What epistemology informs our perspective? This refers to the theory of knowledge rooted in the theoretical perspective and thereby in the methodology.
2. What is our theoretical perspective? This refers to the philosophical stance guiding the methodology and providing context for the process and grounding its judgement.
3. What methodology directs our choice of methods? This relates to the strategy, process or design behind the choice and use of particular methods.
4. What methods do we propose to use? In other words, what techniques or procedures will be used to gather and analyse data?

These four questions provide a depth to the interrelated decisions that are critical in the design of research. Creswell (2002) contends that these questions inform a choice of approach that encompasses broad assumptions from practical considerations to data collection.

Crotty (1998, pp. 2-9) claims that a structured but broad approach is required in the research process; he advocates that such an approach makes the process of selection simpler. His proposal is that the elements of epistemology, theoretical perspective, methodology and methods are reliant on each other, and that any decision made in one element affects decisions made in the others. He distinguishes between different frameworks of research on the basis of their grounding in epistemology, contending that the researcher should consider the research design from a broad theoretical perspective, choosing the methods that will best fit the specific purpose of the given study (Crotty, 1998). To align the research questions to the data collection methods, he suggests a scaffolding approach whereby the researcher contemplates the epistemology, theoretical perspectives and methodology that will underpin and strengthen a study (Crotty, 1998). Crotty (1998) suggests that once there are research questions, the next step is to position the research question/s in an epistemology that fits the research. Epistemology refers to the

philosophical basis, nature and limits of human knowledge or “how we know what we know” (Crotty, 1998, p. 8). Guba and Lincoln (1998) described the same as “the nature of the relationship between the knower or would-be knower and what can be known” (p. 201), while Blaikie (1993) referred to the relationship between the ‘knower’, what may be known, and how knowledge of ‘reality’ is gained.

Epistemology is the theory of knowledge underlying the research (for example objectivism, constructionism or subjectivism) and how these theories justify the knowledge building process of the researcher (Carter & Little, 2007). These assumptions provide a philosophical grounding for determining what kinds of knowledge are possible and how we can ensure that this knowledge is adequate and legitimate (Carter & Little, 2007; Maynard, 1994; Pascale, 2010). An epistemology is, therefore, crucial in order to understand the philosophy of the research being undertaken.

The purpose and impact of theoretical perspectives are regularly debated in qualitative research (Carter & Little, 2007; Morse, 2002; Thorne, 2014) with some editors arguing for theoretical explanations and others suggesting a preference for a lack of theory. The diversity of views reflects contemporary difference of opinion and praxes between researchers and research traditions, and suggests that a universally approved theoretical stance does not exist. In this research project, epistemology and theoretical perspective have the goal of knowledge development through interpretive analysis from within a social context of human engagement.

The preferred methodology, or overall plan of action for conducting research, is chosen after reflection on our knowledge formation process (Takacs, 2003) and from this, the method itself, which may include surveys, interviews or other forms of observation. The strength of Crotty’s (1998) design framework, which he defines as “the philosophical stance informing the

methodology” (p. 3) is that it provides a research structure, which assists in the conceptualisation and clarification of a research project’s foundation. Carter and Little (2007) posited that such philosophical assumptions are inescapable.

The four parts of the framework are hierarchically linked so that the different methods are included within three epistemologies: objectivism, constructionism and subjectivism. Using Crotty’s (1998) framework, ideas underlying the project can be consciously considered and overlaid by researchers, helping to ensure consistency and strengthen intellectual rigour.

3.4 Epistemology

A constructionism construct has been used as the basis for this study. The foundation of constructionism is that “reality is socially constructed” (Mertens, 1998, p. 11), which implies people in different social or cultural settings will construct meaning in different ways. The crux of this epistemology is that:

Truth, or meaning, comes into existence in and out of engagement with the realities in (our) world. There is no meaning without a mind. Meaning is not discovered, but constructed. In this understanding of knowledge it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon. In this view of things, subject and object emerge as partners in the generation of meaning.
(Crotty, 1998, p.8)

An assumption of constructionism is that the individual is not a passive player, but an active, creative and reflective participant in the construction of meaning. This epistemology maintains that each individual utilises a range of attributes and skills as part of the process of

making meaning. Our individual concept of events is shaped by the level and type of engagement that occurs with objects and events, and how that individual relates and directs attention to them (Charon, 2001). The construction of meaning is an emerging and changing phenomenon rather than a socially constructed static reality (Boghossion, 2006). Crotty (1998) explains:

It is the view that all knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context. (p. 42)

This concept was further developed by Sandelowski (2010) who described this approach as “a commitment to studying a phenomenon in a manner as free of artifice as possible in the artifice-laden enterprise known as conducting research” (p. 79).

As a researcher working from a constructionist epistemology, I ensured the primary focus of this research was on gaining an understanding of individuals’ interpretations of reality, influenced and drawn from social interaction and interpersonal relationships. In the research, I explored the interpretations of reality within a particular social /cultural context, and in this instance involved the collection and study of materials that illuminated the individual experience of cyberbullying within a case study setting. In presenting the findings gathered from a constructionist epistemology, the use of narrative responses from participants helps to support the inferences drawn from the numerical data. Murray and Rath (1996) suggested the following criteria for the evaluation of all syntheses:

(a) the quality of literature reviewed,

- (b) significance of the topic,
- (c) potential impact of the review on research and practice,
- (d) contribution to the field,
- (e) appropriate length,
- (f) clarity of expression, and
- (g) balance and fairness (p. 417).

I am very aware of individual participants as a vital and integral part of the events and situations under investigation, and the realisation that they are key to the outcomes emerging from the research undertaken. These components were particularly relevant for the research project being undertaken about cyberbullying in the case study school.

3.5 Theoretical Perspectives

Crotty (1998) defined theoretical perspective as, “the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria” (p.3). The theoretical perspective relates to the fundamental philosophical assumption about the researcher’s view of the human world and the social life within that world, which as a result, will generate assumptions that will, in turn, impact on the methodology (Crotty, 1998). Crotty outlined a number of potential theoretical perspectives, which included but were not limited to positivism (and post-positivism); interpretivism; critical inquiry and postmodernism. Coming from a constructionist epistemology, the purpose of this research study related to interpretivism under the heading of symbolic interactionism. The sociological perspective of symbolic interaction (Blumer, 1969) is consistent with the belief in multiple realities, emphasising that

individual realities are formed by the meaning individuals give to interactions and their responses to those ascribed meanings (Prus, 1994). Symbolic interactionism is a view that provides some initial windows through which the researcher can consider the phenomenon under study, acknowledging the various perspectives of participants, valuing them equally and perceiving them all to be valid (Crotty, 1998).

The view of the interpretive perspective to explaining human social cultural reality is that human beings are social creatures who interact socially with one another, and the outcomes of this interaction create the fabric of society, the cultural world in which individuals experience their lives and an identification for individuals within that society (Congalton & Daniel, 1976).

Viewed from this perspective, society is “central to forming what the human being is” (Charon, 2001, p. 200). The interpretive perspective reflects understanding that meaning is a human construction. Interpretivism seeks culturally-derived and historically-based interpretations of the social world (Crotty, 1998).

Within interpretivism, there are three branches: hermeneutics, phenomenology and symbolic interactionism. The origins of symbolic interactionism are attributed to the work and ideas of George Herbert (1934). Charon (2001) claimed no other perspective “comes closer to capturing the essence of the human being as a social being - a creator, a product, and a shaper of society - than symbolic interactionism” (p. xi). The framework of symbolic interactionism implies individuals experience only a small part of the overall social cultural world. The symbolic interactionist view is that individuals build an understanding of how the world operates through interactions with others. In encountering objects, events and situations in their particular social cultural environment, individuals continue to construct, reconstruct and recreate their self-identity within that society (Glaser, 2005).

According to the interpretive perspective, the meaning people attribute to things in the world around them depends largely on contextual features such as the particular history, place and culture within which people live. These features are central to the act of meaning making. Meanings can, therefore, differ from person to person and change within one person according to circumstance. The interpretivist paradigm is characterised by concern for the individual (Cohen, Manion & Morrison, 2007) and attempts to understand the participants' experience (Denzin & Lincoln, 1998).

This research project, therefore, sat comfortably within an epistemology of constructionism and the theoretical perspectives of symbolic interpretivism and interpretive perspective each contributed to this study as the focus of this research was to explore the understandings and meaning individuals have of a significant aspect of their social and cultural world. Together these approaches provided a framework for the researcher to consider both the meaning that is derived through social interaction and the influence of social interaction. Rather than seeking a universal truth, this approach sought a deeper understanding of an issue within a particular setting, the findings of which may be transferrable to other settings. This approach supports the example of Engeström (1995), who wrote of his qualitative research, "I draw on my data in order to illuminate and concretize theoretical ideas and arguments, not to present empirical proof" (p. 396).

As a means of analysing the data, I considered Bandura's (1977) Social Learning Theory, later renamed Theory of Cognitive Learning (Bandura, 1989), which states human behaviour is learned through observation and modelling. This theory posits that individuals are social beings who learn not only through direct instruction but also by observing others' behaviours and the consequences that follow. Further, there is a continuous interaction between the social

environment (e.g. witnessing others' behaviours), internal stimuli (e.g. feelings and thoughts), and behaviours. This triadic interaction is referred to as reciprocal determinism (Orpinas & Horne, 2006). Social Cognitive Theory has been used to explain aggressive behaviours learned through observation and vicarious reinforcement (Bandura, 1977) and may be applicable to a study of cyberbullying by explaining how individuals learn to engage in such behaviours through a process of observational learning and reinforcement. For example, some studies demonstrate a link between observing bullying and the perpetration of bullying or other aggressive behaviour (Mouttapa et al., 2004). Based on this theory, it is likely a strong relationship exists between individual knowledge and acceptance of cyberbullying and its perpetration. Although there are many possible explanations for the correlation between exposure to bullying and the perpetration of aggressive behaviours and bullying, Social Cognitive Theory asserts that this link occurs as a result of observational learning.

Social Cognitive Theory may also be relevant to cyberbullying research in that it assists in explaining the cyclical nature of this behaviour. The theory supports the idea that when students observe other adolescents engaging in cyberbullying behaviour, they are more likely to imitate that behaviour; conversely, if the model witnessed is one of respectfulness and standing up to say 'no' to bullying behaviour, that is the behaviour that will be learned. Social Cognitive Theory suggests that interventions focused on cognitive and social functioning may, therefore, be a valid and appropriate platform on which to structure an anti-bullying management and prevention interventions and be important for breaking the cycle of bullying involvement (Swearer, Wang, Berry, & Myers, 2014). The process of weighing and synthesizing information derived from social experiences is crucial to the acquisition of attitudes, beliefs and values, and attitudes towards bullying can help explain and predict bullying behaviours (Salmivalli & Voeten, 2004).

Consistent with this theory, adults and peers may reinforce individuals' bullying behaviours, for example by praise or acceptance, (Mouttapa et al., 2004) therefore, the significant individuals in the lives of young people can greatly influence attitudes about the acceptability of bullying behaviours. For the purposes of this current research project, the Social Cognitive Theory provided a useful framework for the examination of data, particularly in respect to the interrelation between exposure and responses to cyberbullying and expressed attitudes and behaviours of key others. While this and other theories were considered and had influence on the analysis of data, most significantly the aim of the current study was to develop a rich understanding of stakeholders' points of view, motivations and experiences, without a specific theoretical lens being applied. It was decided that a specific hypothesis was not required as the emphasis was not on causality, but rather on the in-depth exploration of the phenomena of cyberbullying in a particular setting. Therefore, it was necessary for the researcher to adopt an open mind without any preconceived ideas of what would be found and a focus was given to an inductive approach, although the various theories would be found useful when moving from observations to consideration of patterns.

It is worth noting at this point existing studies on cyberbullying appear to lack clear theoretical frameworks (Dooley et al., 2009; Tokunaga, 2010; Veenstra, 2011). Cyberbullying research has been impacted by definitional and methodological issues, making research challenging. As a relatively new area of research, the issue has been significantly affected by a lack of conceptual clarity (Vandebosch & van Cleemput, 2008), and limited theoretical discourse (Dooley et al., 2009), thus resulting in inadequate instrumentation to assess the problem and a theoretical research initiatives (Magson & Newey, 2010). Little is known in Australian research about the nature, prevalence and longitudinal outcomes for cyberbullying involvement and / or

participation for perpetrators, victims, bystanders, families and school communities (Dooley et al., 2009). While particular theories may have the capacity to be expanded more explicitly to help determine influences associated with cyberbullying behaviour, few if any have been applied at this point in time (Tokunaga, 2010, Veenstra, 2011). For example, a theory that may be of relevance in relation to the phenomenon of cyberbullying is the Theory of Planned Behaviour, a social cognitive model of behaviour that has been widely used to model substance abuse and some health-related behaviours such as sexual behaviour. It is an extension of Fishbein and Ajzen's (1975) Theory of Reasoned Action, which posits that a volitional behaviour is best predicted by the actor's intention to perform the behaviour. It has not, however, to my knowledge, been used in relation to cyberbullying research.

Few studies make reference to possible motives and origins of cyberbullying behaviour. For example, in a recent literature review of the social phenomenon by Kiriakidis and Kavoura (2010), only four lines were dedicated to perceived causes of cyberbullying. Other recent research (Hay & Meldrum, 2010; Hinduja & Patchin, 2010a) has investigated cyberbullying as an association of other deviant behaviour, finding that cyberbullying is a source of strain linked to delinquency, self-harm and suicidal ideation. To date, most studies of cyberbullying have investigated factors such as the prevalence rates of victimisation, age and negative outcomes, with little focus given to the underlying social psychological associations or the role of peers (Dehue, 2012). As an area of research still in its early stages, further research with strong theoretical frameworks (Tokunaga, 2010) and the clear voice of lived realities of youth is needed (Spears et al., 2011).

Of the few theoretical frameworks that have been proposed in relation to cyberbullying are three of interest that seek to explain the motivation of cyberbullying perpetrators. Crick and

Dodge (1994) hypothesised that early social experiences set up and develop new decision neurological pathways in children. They contended that as these pathways are constantly used, neurological networks are embedded and become part of an automatic response set. Crick and Dodge (1994) argued that when children are faced with an overwhelming social decision, they often rely on these neurological networks to simplify the cognitive task. The contention is that children who have developed maladaptive neural networks are more likely to interpret neutral cues as antagonistic situations and to engage in aggressive, socially inappropriate ways (Crick & Dodge, 1994). Within the context of cyberbullying, such a theory may be appropriately considered to explain why young people choose to participate in cyberbullying behaviour or to move from the position of bystander to that of perpetrator, however, to date no studies have examined this framework specifically in relation to cyberbullying (Dooley et al., 2009).

A further theoretical perspective posed by Suler (2004) has been labelled the ‘disinhibition effect’. This perspective maintains that individuals act and say things in an online medium that they would not normally say or do in face-to-face interactions. Online anonymity, or the invisibility factor, available through use of pseudonyms, is one of the factors believed to contribute to the online disinhibition effect. Online interaction also denies access to information that may otherwise be provided in face-to-face interaction, such as facial expressions, eye contact or physical proximity which could all modify the behaviour (Suler, 2004) through the stimulation of empathy as an inhibitor of aggression (Smith et al., 2008). It has been suggested by Suler (2002) individuals can compartmentalise their online persona from their true identity. Furthermore, because in the context of cyberbullying, the role of empathy is of particular importance, not only for the perpetrator but for the bystander (Barlinska, Szuster, & Winiewski, 2013), the disinhibition effect is of specific interest. Such distinctive conditions may also mean

that bystanders are unaware of the harm being caused to the victim (Kraft, 2011) or that they are encouraged to be unwittingly aggressive, thereby supporting cyberbullying through their negative bystander behaviour (Barlinska et al., 2013).

A third theory of interest, which attempted to explain cyberbullying and was tested by Mesch, (2009) was named Routine Activity Theory. This theory posits that for deviant behaviour to occur there must be a merging of time and space elements including a likely offender, a suitable target and the absence of a capable guardian (Felson & Clark, 1998). Mesch (2009) established support for the theory, concluding the risk of youth being bullied is greater for adolescents who have an active social networking profile, and who, in the cyberspace setting, have an absence of active parental supervision. Mesch maintained, consequently, that more focused parental mediation was necessary to manage and reduce cyberbullying.

I have given consideration to each of these three theories, in addition to Bandura's Social Cognitive Theory. For the purposes of this study, reference in the interpretation of data and findings in this research project is given, in particular, to Suler's disinhibition effect, as this relates most closely to my experience in the case study school; that is, my experience prior to this project suggested that in the online world, students said and behaved in ways that were atypical when compared with their face-to-face interactions. However, most significantly, no particular theoretical perspective was applied by myself as a researcher in this case study for the reasons outlined in Chapter 3.3. The research set out, using an interpretivist approach, to make meaning from the specific setting without a prescribed hypothesis or theory.

3.6 Methodological Approach

Researchers in the field of education have several methodological choices for consideration. According to Suri and Clark (2009), every research synthesis method “has its domain of applicability” (p. 408). They maintain, “no single method is superior to the rest for addressing all types of synthesis. Synthesists must make methodological choices that are coherently aligned with their synthesis purposes” (p. 408). Draper (2004) maintained that consideration of philosophical principles would guide how the research was framed and also the type of approach that would be used to collect and analyse the data. A researcher’s epistemological stance would have a limiting effect on the types of methods used (Willig, 2001). Traditionally, researchers with an objectivist epistemology have favoured quantitative research methods whereas those with a constructivist epistemological stand have applied qualitative research methods (Bogdan & Biklen, 1998; Denzin & Lincoln, 2000). Quantitative research traditionally has provided a focus on measuring pre-prescribed outcomes, which can be gathered from many individuals and assessed as trends across large geographic regions (Creswell, 2008).

Alternatively, qualitative research gathers information reported through the voices of participants and contextualised by settings (Creswell, 2008). Snape and Spencer (2003) suggested that qualitative research was an interpretative approach with a focus on understanding the meaning people give to the phenomena within their social setting. The key elements of this approach include: first, it is an approach, which provides a deep understanding of the social world; second, it is based on a small-scale sample; and finally, it allows for the exploration of new concepts (Snape & Spencer, 2003). Patton (2002) described qualitative research as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (p. 453).

Based on research literature (Creswell, 2007; Miles & Huberman, 1994; Patton, 2002), I define my research process as an inductive, interpretive approach to the study of people, phenomena and social situations, with the purpose of creating meaning from everyday experiences in descriptive terms. An inductive approach involves the search for pattern for observation and the development of explanations free from applied theories or hypotheses, moving from specific observations to broader generalisations (Bernard, 2011). While there exist various methodological streams that distinguish qualitative research, Denzin and Lincoln (1998) claimed that these various methods are all interconnected by a common focus on “problematic moments and meanings in individuals’ lives” (p. 3). While a range of methodologies and methods may be used in constructionist-based research, generally there tends to be a bias towards qualitative type research. In projects where both qualitative and quantitative methods are combined, the potential for increased and deeper understanding of a research problem may be created. This is the core assumption for the use of a mixed methods approach.

Johnson, Onwuegbuzie and Turner (2007) maintained that mixed methods research combines elements of qualitative and quantitative research, “for the purposes of breadth and depth of understanding and corroboration” (p. 123). I decided to use a mixed methods approach. The use of the qualitative approach assisted in gaining a deeper understanding of the issue under investigation in a real life setting. It allowed me to ask ‘how and why’ questions about a complex social issue. Quantitative material was sought to strengthen the overall data, with results from one method being extended by use of another, thus utilising the principles of data triangulation.

Triangulation, which “involves the use of multiple methods and multiple data sources to support the strength of interpretations and conclusions” (Mertens, 1998, p. 354) was applied in

this study. This was undertaken to enhance the evaluation of various sources. This process allowed me to focus inquiry on particular variables and bring the results to life through an in-depth elaboration. This was achieved by inductively building from particular to general themes in the data analysis process, and making interpretations of the meaning of the data. The final report examines a contemporary phenomenon and contributes to an understanding of this challenging issue.

Despite a growing interest in the examination of the cyberbullying phenomenon, there exists no clear consensus on the best method of defining and measuring this experience (Stewart, Drescher, Maack, Ebesutani, & Young, 2014). To date, the majority of research on cyberbullying has been based on quantitative designs (for example, Aboujaoude et al., 2015; Barlinska & Wojtaskik, 2008; Hinduja & Patchin, 2007; Smith et al., 2008; Tokunaga, 2010). It has been suggested (Torrance, 2000) there is a lack of qualitative or mixed methods research within this field, and that such measures, aimed at capturing the youth voice, are particularly important for cyberbullying research (Spears et al., 2009; Spears, Kofoed, Bartolo, Palermi & Costabile, 2012). Some qualitative studies that have taken place include the work of Vandebosch and van Cleemput (2008), which focused on elaborating on the cyberbullying experience of youth in their own words, as elicited through focus group discussion; and, Spears et al., (2009), who explored the human dimension of cyberbullying through stories of what had been occurring in the Australian schooling context, contributing to an online storybook. Such studies, although still limited in number, help to further our understanding of the complexities of cyberbullying by exploring the individual, social and environmental stimuli simultaneously, most clearly achieved through use of qualitative analysis.

Powell, Mihalas, Onwuegbuzie, Suldo and Daley (2008) support the argument for a mixed methods approach, suggesting that it enhances research outcomes, a conclusion also supported by Pellegrini and Bartini (2000) and Smith (2015). The benefits, as outlined, include:

- (a) *triangulation* - confirmation of responses to a research question using two different types of analyses;
- (b) *complementarity* - clarification and enrichment from two different methodologies;
- (c) *initiation* - identification of differences in two methodologies and extraction of these when explaining outcomes and results;
- (d) *development* - using results from one analysis to help inform another; and
- (e) *expansion* - development on the depth of knowledge by using two different types of analyses (Powell et al., 2008).

Several research analysts in education have posited that a mixed method approach is complemented with, or enriched by, rich narrative discussions of quantitative and qualitative data (Cook & Leviton, 1980; Light & Pillemer, 1982). Suri and Clark (2009) argue, “it would be limiting to inform educational policies and practices by syntheses based exclusively on measurable concepts and statistical integration of verifiable relationships between two or more variable” (p. 399). Therefore, for this research project, a more enriched understanding and complete knowledge of the issue of cyberbullying has been sought, by applying a mixed-method data collection. This requires both objective observations and an appreciation of the personal context in which this phenomenon occurs (Carroll & Rothe, 2010).

A successful research project is likely to achieve certain outcomes. It should broaden understanding of a research domain or provide a new way of understanding the phenomenon (Beck, 2003), and it may be recognised for its potential to stimulate healthy debate rather than to achieve closure (Eisenhart, 1998). Further value lies in providing support for the stakeholders or their communities in effecting social change (Greenwood & Levin, 2000). Denzin (2000) explained the impact of a critical synthesis of research being one that can “criticize how things are” and also “articulate a sense of hope” (p. 262). It is critically important to have an understanding of the nature and impact of cyberbullying, as this will inform future interventions and management approaches. I believe an important aspect of reducing cyberbullying may be in understanding its patterns, and therefore in this study I seek to add clarity to that picture, which may be useful for broadening our understanding of this type of victimisation and informing the development of effective responses to reduce cyberbullying.

3.7 Research Procedure

3.7.1. Process and planning relative to the chosen method

It was determined that a case study would be the most appropriate method of research for this project, a means of illustrating the story behind the data, and an opportunity to bring attention to a particular issue within a specific setting. Such an approach would allow me to focus on a specific isolated study population, with the anticipated benefit that the study would be flexible; rather than trying to prove or disprove a hypothesis, it was hoped that new or unexpected results might emerge using this approach.

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research.

Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Yin (2013) defined the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

As a goal of this study sought to identify and examine any potential inconsistency between student and staff perceptions of cyberbullying, the method offered an avenue to explore this association. Denscombe (2014) advocated the use of a case study approach as a means of providing greater clarity about relationships because it allows for the processes and interrelationships in question to be explored. Dooley (2002) explained that case study research is a method that “excels at bringing us to an understanding of a complex issue and can add strength to what is already known through previous research” (p. 335). The first step of a case study research approach is, “to raise a question about something that perplexes and challenges the mind” (Merriam, 1998, p. 57).

The process for conducting the case study research followed the same general process as is followed for other research: plan, collect data, analyse data, and disseminate findings. The first step of the procedure was to establish the focus of the study by forming questions about the issue of cyberbullying and determining a purpose for the study. Next, I identified the stakeholders who would be involved; this group became the research object for the case study. As has been outlined in more detail in section 3.8.2 it was decided that a purposive sample of Middle Years

students and staff at one large co-educational school would provide rich data of a specific situational experience of cyberbullying. The next step was to identify what information would be needed and from whom. Because case study research generally answers questions which begin with a 'how' or 'why', the questions were targeted to specific relationships within a given setting. Surveys were structured, based on existing documents, but adapted to derive both qualitative and quantitative data. The use of pilot surveys with a smaller number of staff at the case study school 12 months prior to the case study helped to refine the final survey questions. This process allowed me to anticipate problems with wording and structure and to revise the survey accordingly. The end goal was to elicit rich data based on the lived experience of the participants.

Both student and staff surveys were designed to provide the opportunity for personal reflection about cyberbullying and to provide in-depth detail of the experience of being a bystander to cyberbullying by responding to various multiple choice questions, single answer questions and Likert Scale based questions. Additionally, vignette scenarios were designed to elicit more detailed responses based on personal experience. Staff members were asked to identify their gender but not provide their name. The information about gender was considered to be helpful in drawing conclusions about the way staff members of either gender responded to what is reported or observed. They were also asked to nominate if they were a teacher, a senior administrative member of staff or a non-teaching support staff member. Both the Middle School students and the members of staff were the main source and bearers of knowledge from which I, as researcher, had the opportunity to learn.

The University of Tasmania Social Sciences Human Research Ethics Committee approved the research study before it could proceed (Ethics Ref No: H0013052). Then a letter outlining

the project was sent to the Principal of the case study school for approval. Once this was confirmed the recruitment process was commenced. Plain language statements (C), Information Letters to staff (Appendix D) and students (Appendix E), Parent / Guardian Information Sheets (Appendix F) and consent forms (Appendix G and H) were distributed to teaching staff, non-teaching support staff, management staff, parents of students and students involved in the research project.

Survey protocols were developed to guide the implementation of the process and ensure consistency across the data. These protocols included what to say to the survey participants when distributing the survey, how to obtain informed consent, and what to do if a participant chose not to take part or if they chose to discontinue their participation. Additionally, because I would not be administering the surveys myself, it was necessary to identify and train the survey distributors.

A core consideration of research is its ethical processes, which embrace principles of protection of individual's identity as well as truthful presentation of results (Baez, 2002). As I was a member of the case study school Leadership Team, and maintained a management position, consideration was given to the potential for a power relationship between me (as researcher) and the staff and students to influence the completion of the surveys; it was imperative to protect as much as possible the personal details of participants and ensuring complete anonymity of the completion of the questionnaires mitigated this. My role was to act on the participants' behalf, empowering them to control their own information. Although staff participants were asked to nominate their gender and to identify if their role was one of teacher, administration or support staff, the large size of the school diminished any chance that participants would be identifiable. While all questions were also optional, Hennink, Hutter and

Bailey (2011) argued that there is always a possibility that the detailed descriptions in the qualitative data may lead participants to be recognised, due to their specific profile. This is known as deductive disclosure (Skene, 2012). A decision was made by myself that in the event of an identity being distinguishable, the research report would be structured not to compromise confidentiality through careful consideration of use of specific quotations which could potentially lead the participants to be identified. Ultimately, such discretion was not deemed necessary upon dissemination of the data. In relation to power imbalance concerns, I was not one of the staff members involved in the completion of or dissemination of surveys, and class teachers took the responsibility for supervising the completion of student surveys during class time.

Further concerns and ethical uncertainties were considered in relation to the protection of vulnerable young people, specifically if they revealed throughout the survey process that they were victims of cyberbullying. As the surveys were confidential, this disallowed any potential for direct follow-up or for mandatory reporting, for example, to occur by the researcher, however, steps were taken to ensure that appropriate referral processes were encouraged. Students were reminded both at the beginning of the survey and upon completion of the survey, of the importance of not naming any students, however, a qualifying statement was also made in writing on the survey as follows: “Where specific details of particular students being exposed to harm are provided, the researcher is bound to pass these details to the school counsellor.” The statement went on to urge participants, “if you have a concern about cyberbullying which involves yourself or others you are strongly encouraged to speak to a trusted adult about this issue. If completion of this survey has raised issues which you require support with, you are encouraged to contact the school counsellor.” To manage this possibility, the surveys included

details of support structures both within the school setting and outside it and contact details for Headspace and Kids Help Line were provided on the survey. A follow-up session with teachers and senior administration staff members in pastoral roles also took place in Middle Years classes in the days following the survey so that these support avenues could be reiterated and that individuals who showed any signs of distress could be supported. This took the form of a circle time discussion about the impact of cyberbullying, with specific educational resources and structured questions being provided. While I was not directly involved in these sessions, it was discussed with staff conducting these sessions that any serious issues of concern would require the usual protocols of referral and reporting to ensue.

The issue of reflexivity was also considered given the close position of myself as Deputy Principal and researcher. Reflexivity, the nature of examining how the researcher and intersubjective elements impose on, or even transform research is an important consideration of qualitative research (Finlay, 2002a). While it has been argued that “without some degree of reflexivity any research is blind and without purpose (Flood, 1999, p. 35), a methodological self-consciousness is necessary to ensure integrity and trustworthiness of findings. Coffey and Atkinson (1996) explained this by saying:

Transactions and ideas that emerge...should be documented. The construction of analytic or methodological memoranda and working papers, and the consequent explication of working hypotheses, are of vital importance. It is important that the processes of exploration and abduction be documented and retrievable. (p. 91)

As a researcher, I came to the project with a clear interest in this subject, aware of my role in actively constructing, collecting and interpreting data on the issue of cyberbullying; therefore, I was careful to ensure that every stage of the research process was appropriately framed in order

to produce an accurate and unbiased account of this aspect of the social world. This diligence included planning the questions to be included in the surveys, to who was involved as subjects of the study, to analysis processes and the writing of the final report. As explained by Finlay (2002b), such subjectivity in research has the potential to transform a problem to an opportunity.

Parents / guardians were provided with hard copies of information sheets and consent forms, for their child's involvement in the project, which were posted home via the school. Parental approval, involving the completion of a consent form, was sought for students to complete the survey. Parents' consent forms for their children to participate were returned to the front reception of the school in a sealed envelope provided by the student researcher and were collected by me. Staff from the case study school were invited to participate via an email, which included a letter, information sheet and consent form. It was explained that by completing and submitting their anonymous survey, they were providing consent to participate in the research, and therefore did not need to return the consent form, which would have been identifying in nature.

Once informed consent was obtained from each of the participants, the survey process could take place. In November, 2013, student and staff participants were asked to take part in an online survey of approximately 40 minutes duration. Student surveys were conducted during a class session within a two-week period in a computer laboratory at individual computers designed to allow for individual responses to occur in a teacher-controlled environment whereby privacy for the respondent could be ensured. Staff members overseeing the student survey in their lesson were provided with details of the process and arrangements were made for students who did not have permission to participate or who chose to not participate.

Prior to completion of the student survey, the purposes of the study were outlined to all participants, and the format, time line and expected time commitment were also outlined. Prior to commencing the surveys, participants were asked to sign a statement of consent. For the students whose parents had provided consent, a further opportunity to decline participation was given to the students. Participants were provided with instructions for the completion of the survey, and were reminded of the confidentiality and anonymity of their responses and their right to elect not to participate. Participants were also reminded they could decline to answer any questions and that they could cease the survey at any time they wished.

The staff surveys were accessible via *surveymonkey* and staff members were invited to complete them online during time typically allocated to a general staff meeting; however, if staff chose not to complete the survey, they were not identifiable by their peers or by me. Additionally, staff could complete the survey in their own time over the following two weeks. As the surveys were electronic, manual collection was not required. Using the electronic survey instrument *surveymonkey*, I was able to begin the process of review of all data, disseminating key themes.

A summary of the research process undertaken is provided in the following research study timeline.

Establish the focus of the study	June 2012
Identify the stakeholders to be involved	August 2012
Develop and administer pilot study surveys	November 2012
Seek ethics approval for the case study research	December 2012
Ethics Approval granted	October 2013

(nb. Several revisions for approval were required)

Letter to Principal of case study school for approval	October 2013
Plain language statements; information letters to staff, students and parents; consent forms all prepared and distributed to participants	October 2013
Survey protocols developed	October 2013
Ethical considerations explored and addressed	October 2013
Survey process for staff and students	November 2013

3.7.2 Research ethics

Ethics refers to the rules of conduct and the principles, which guide researchers' behaviour to ensure that a study is carried out in a responsible manner (Robson, 2002). In investigating an issue of a sensitive nature through a mixed methods lens, consideration of ethical issues was particularly important. In planning for this research project, I carefully considered avoidance of harm to participants, ensuring informed consent and respect for confidentiality. There was, however, a risk that participants may become emotional from thinking about the topic of cyberbullying and consideration about how to minimise this was given. Both verbally and in writing on the surveys, clear direction for contact with a school counsellor or an external support network were provided, including appointment booking protocols for within the school, and phone numbers for two external agencies. Overall, it was estimated that the study would offer benefits and that the risk of harm was small. By conducting the research under the approved conditions, I protected the rights and dignity of participants as much as was feasible.

3.8 Methods

3.8.1 Survey design

In the theoretical framework based on the schema of Crotty (1998) there are no prescribed methods aligned with particular methodologies or theoretical perspectives; however, certain methods are suited to the epistemology and theoretical perspectives outlined earlier. The methods chosen for this study are aimed at gathering as much information as possible and are practicable in relation to the research questions (see Section 3.2). My goal was to explore the lived reality participants had constructed through their interactions in the defined cultural and social context. In order to obtain rich data detailing the perspectives and experiences of the participants, I decided to employ surveys as a method of data collection. An important element for consideration involved which types of questions to include in the survey, with the intention of gathering both qualitative and quantitative data from a range of both open and closed questions, and from responses to vignette scenarios.

In both the Student Survey and the Staff Survey (See *Appendix A: Student Survey* and *Appendix B: Staff Survey*) a definition of cyberbullying was provided. The reason for this was to ensure a shared and consistent understanding of the topic. Definitional inconsistency is one established factor which has contributed to a lack of clear conclusions in relation to cyberbullying (David-Ferdon & Feldman Hertz, 2007). However, in order to draw out a deeper understanding of individual perceptions of cyberbullying behaviours, both multiple choice and open-ended questions about the nature of cyberbullying were also included in both staff and student surveys. This enabled participants to add their own definitional criteria or qualify their personal understanding of the phenomenon of cyberbullying.

Two separate surveys were used to examine the experience of students and staff within the school setting (See *Appendix A: Student Survey* and *Appendix B: Staff Survey*). The purpose of the surveys was to seek an in-depth understanding of the nature, prevalence and impact of cyberbullying during the Middle Years on members of the school community, including Middle Years students and staff (teaching, non-teaching support staff and management staff). The focus of the student survey was on the individual experience of cyberbullying. The survey was anonymous but asked the gender and year level of the participant. In the survey, students were asked to identify listed behaviours, which they classified as cyberbullying, and were asked about their own experience of cyberbullying as a victim, perpetrator or bystander.

While a significant aspect of the research was aimed at the experience of the bystander, it was first necessary to ascertain the rates of victimisation and perpetration of cyberbullying within the student cohort so these figures could be compared with bystander rates. This also provided the opportunity to draw conclusions about whether there were any overlaps of perpetrator / victim / bystander groups and if these were associated with bystander response and reaction. Such evidence about the prevalence rates and nature of cyberbullying patterns is crucial to our understanding of the phenomenon and to the development of effective cyberbullying prevention and management programs (Lodge & Frydenberg, 2007). Because an important component of the student survey was the role of the bystander, students were asked if they had witnessed cyberbullying and if so, how they had responded. They were asked to consider if bystander action was successful in stopping cyberbullying and for their thoughts on the best means of preventing cyberbullying.

Questions in the staff survey were focused on teacher perception and understanding of cyberbullying situations within the school. The surveys contained items on the perceived

frequency and nature of cyberbullying and asked staff to nominate how they would respond to reports, personal witness of, or suspicions of cyberbullying. There were questions about intervention by others including bystanders or management staff and staff members were asked about how cyberbullying impacted on them personally. Further, staff members were asked about their understanding of bullying prevention within the school and whether they had accessed any specific professional development in this area.

For this study, it was considered appropriate to gather data from both closed and more in-depth open questions. The surveys for both students and staff were configured to include two types of questions. The first section was survey questions regarding the frequency, intensity and impact of cyberbullying (for students as victim, perpetrator or bystander; and for staff as witnesses to cyberbullying within the school community or members of the community to whom cyberbullying had been reported) and participant responses were multiple choice, single answer or indicated on a Likert Scale. For example, two of the questions designed to elicit a single answer were Items 4 and 10:

4. Do you use the Internet to socialise and communicate with others?

☐ yes ☐ no

and

10. Have you ever been cyberbullied by a student who attends this school?

☐ Yes

☐ No

☐ I don't know

An example of a question designed to elicit a multiple choice response was Item 7:

7. Have you ever witnessed one of your peers / classmates being cyberbullied in any of the following ways:

- ☐ flaming (online fights using electronic messages with offensive language and angry tone)
- ☐ harassment (repeatedly sending insulting and hurtful messages about them on a web page, facebook site or via mobile phone)
- ☐ denigration ('dissing' someone online which may include sending or posting rumours or gossip about a person with the intent of damaging their character)
- ☐ impersonation (pretending to be someone else and attempting to get that person in trouble or damage their relationships)
- ☐ outing (sharing secret information or images online via mobile phone or facebook or webpage without their consent)
- ☐ trickery (coercing someone into revealing secret information or images online)
- ☐ exclusion (deliberately excluding someone from an online group with the intent to offend)
- ☐ cyberstalking (repeated harassment and denigration that includes threats or incites fear)
- ☐ received an offensive email from someone with the intention of teasing or frightening them?
- ☐ received an offensive text message from someone with content that is intended to tease or frighten them?
- ☐ had pictures posted or forwarded via mobile phone or facebook or webpage without

their consent?

☐ received rude things or lies about them online or in a text message?

☐ been impersonated by someone online (Pretending to be someone else to say things in their name)?

☐ other (please specify)-----

Student participants were also asked to indicate the main tool/s and methods of cyberbullying used against them and how frequently it had been happening using a multiple choice indicator - less than one week, less than one month, less than six months, more than six months. In addition to this, they were asked to indicate the time of day they believed to be the worst for cyberbullying, including before and after school, recess, lunch time and during classes, as well as out of school hours.

An example of a question structured to produce a Likert scale response included Item 15 as follows:

15. Please identify the intensity of cyber harassment/bullying (how much) experienced by you at (this school):

☐ 5 extreme

☐ 4 serious

☐ 3 moderate

☐ 2 mild

☐ 1 very insignificant

☐ 0 none

The second section was open-ended survey questions, which gave the participants the

opportunity to express themselves in more detail. In terms of ‘real life’ exploration, phenomenology is “the study of lived, human phenomena within the everyday social contexts in which the phenomena occur from the perspective of those who experience them” (Titchen & Hobson, 2005, p. 121). Use of this approach provides a detailed analysis of specific individuals within a specific situation. The implication is that an individual’s experience of social reality offers a foundation for the understanding of that reality. For example, open-ended questions included those posed in Item 8 and Item 28:

8. In your own words what do you think cyberbullying is?

and

28. Why do you think cyberbullying takes place at our school?

To build and strengthen such an understanding, I utilised tools, such as vignette scenarios based loosely on real-life events and open-ended questions that encouraged the participants to provide in-depth accounts of what they perceived and how they made sense of this reality. Opportunities were provided for participants to expand on their own experience as a bystander or victim of cyberbullying. The use of vignettes, modelled on real-life events, coupled with open-ended questions, aimed to elicit personal stories about cyberbullying experiences and beliefs and enable the researcher to understand more deeply the participant’s views (Robson, 2002). This was consistent with the epistemological position of this research, which encouraged participants to share their perspectives and experiences.

The first vignette example was the story of “Bess”; after reading this personalised example of cyberbullying, students were asked a range of questions, several of which included multiple choice answers along with the opportunity to comment further about their own experience or

ideas. For example, one of the questions posed in relation to this vignette was found in Item 42, as follows:

42. How would you respond if you were one of the students in Bess' core class? Tick as many as appropriate.

- ☐ I would support the person who was cyberbullied by speaking to them personally
- ☐ I would support the person who was cyberbullied by intervening / making a comment online to show I disagreed with what was happening
- ☐ I would ignore the cyberbullying because I would not want to get involved
- ☐ I would encourage the victim to tell someone
- ☐ I would report the bullying to a teacher or parent or counsellor
- ☐ I would find it funny and join in
- ☐ I would be worried or concerned about it but I would not know what to do
- ☐ I would approach the person who was cyberbullying and tell them to stop
- ☐ Other (please specify) _____

Care was taken to ensure that key details and unique features of vignettes were modified from a range of intertwined stories of previous Middle Years students. Pseudonym names of characters used were chosen on the basis that no current Middle Years student at the case study school possessed that name and stories were blended from a repertoire of several known examples to avoid anyone feeling that 'their story' was being used.

Vignettes were also used in the staff survey, one the same as the student sample, and another which was deemed too explicit and potentially upsetting for students. Staff members

were asked to consider if they were aware of similar incidents at the school, their perceived idea of frequency of such events, and also about the support available to them to manage or respond to incidents of cyberbullying. The aim was to gain an understanding of how teachers understood the issue of cyberbullying, how prevalent they perceived it to be, and what responses, if any, they believed to be effective in recognising and responding to the problem.

Creswell (2002) has identified that a cross-sectional survey design is one in which the researcher collects data at one point in time, measuring current attitudes or practices. Survey research as a method allows the collection of data from a large number of people at a given point in time in the context of their natural setting. Survey research also provides a means of gathering data of both a quantitative and qualitative nature. Accordingly, in this research I employed the use of cross-sectional survey to allow participants to share their thoughts and opinions both quantitatively and qualitatively. These two data types aimed to complement each other and provided a flexible means to gather data on a potentially sensitive topic (Protheroe, Bower & Chew-Graham, 2007).

From a quantitative perspective, the use of survey data facilitated the collection of valuable information on the background and experience of the participants, and aimed to identify significant influences of particular variables on participants' understandings of certain issues. The inclusion of open-ended questions on the survey provided additional qualitative data, which allowed the participants to expand on their experiences and feelings related to the issue of cyberbullying at the case study school. These open-ended questions sought to explore in more depth individual experiences with cyberbullying and perceptions of cyberbullying. Facilitating the opportunity for both qualitative and quantitative methodologies was a means of engaging participant voice (Manefield, Collins, Moore, Mahar, & Warne, 2007; Price et al., 2014) and

providing insight into the attitudes of research subjects.

The survey instruments used were Student and Staff Surveys (see Appendices A and B) based on several previous surveys including the Olweus Bullying Questionnaire (Olweus, 1996) and the Cyberbullying Survey (Willard, 2005) and which I adapted to suit this study. For the purposes of this study, the adapted survey was named Operation Cyberblitz. It took components and some styling aspects from each of these surveys but also added vignettes developed and refined after an earlier pilot sample was used with key staff in order to produce a more valid and reliable measure of respondent opinion rather than the simpler abstract responses of opinion surveys. Open-ended questions were posed to elicit personal experience detail about cyberbullying experiences and beliefs.

3.8.2 Sampling

Sampling refers to the process whereby the researcher decides and defines the population, which will be the subject of the research (Cohen et al., 2007). For this study, participants were selected using a purposive sampling technique (Coolican, 2014; Tongco, 2007). This type of sampling is used to assist researchers to focus on participants who are most suitably representative of the issues being explored, and who are likely to have the relevant experience and knowledge (Coolican, 2014). Purposive sampling does not represent the wider population but is selective in order to enable a particular investigation to be undertaken (Robson, 2002). For this study, the students in the Middle Years at a case study school known to have an established high rate of traditional bullying were selected as participants. In addition to the staff employed at the same school, both teaching and non-teaching support staff and management staff, provided

ideal participant groups for this exploration by virtue of their particular knowledge and experience within this setting.

The transition years to secondary school, identified in Chapter 2: Literature Review as a time of physical and emotional change and disruption (Dahl, 2004; Pellegrini & Bartini, 2000) and a peak time for bullying (Bosworth, Espelage & Simon, 1999; Cross et al., 2009; Li, 2007) was identified as the focus for investigation; therefore, all students in the Middle School cohort (approximately 550 students of approximately equal gender division) were included in the sample. The Year 7 and 8 students were consciously selected from within the wider school population, to enable me, as researcher, to explore the planned research questions, being a group that was considered to be characteristic of a Middle Years population in Tasmania. Additionally, it was considered important to explore the views of staff, both teaching and non-teaching support staff and management staff, as they offered a valuable insight about the issue, and had, to my knowledge, been under-represented in existing studies. Therefore, in order to explore their perspective, all teaching and non-teaching support staff and management staff members within the sample school (approximately 100 staff) were invited to participate in the research.

3.8.3 Case study model

The research questions for the current study were established following an extensive literature review and it was decided that a case study would best suit the generation of data for this project, exploring the nature and extent of a specific form of bullying (cyberbullying) within a sample school population. A case study model aims for broad definition, rather than narrow discovery (Yin, 1993) and the goal of this method is to maintain an open mind and allow the data

to inform the discovery of theory. In this way, emergent findings are representative of their natural phenomena.

In the research undertaken for this project, it is the day-to-day experiences of the individuals within the case study school community that form the basis of the data. An interpretive framework is most relevant for the consideration of this experience. Knowledge of the issue was sought from online surveys of both students and staff, including questions that sought a more in-depth personal response of students' individual experience. The data is, therefore, multi-faceted and offers the opportunity for triangulation. This is discussed in more detail in the following sections.

Robson (2002) defined case study as, “a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence” (p. 178). In this research project, the survey of students and staff was designed to elicit both qualitative and quantitative data, using a mix of open and closed questions, short answer questions and vignette scenarios requiring deeper reflection. The case study approach allowed me to investigate a contemporary phenomenon within its real-life context; this method offered the opportunity to “explain why certain outcomes may happen – more than just find out what those outcomes are” (Denscombe, 1998, p. 31).

The case study approach also allowed an intensive investigation of the specific cyberbullying concerns at the case study school, based on the assumption that knowledge is best achieved by conducting research in the natural setting. It was designed to unearth the underlying perceptions and attitudes of participants in relation to the nature and prevalence of cyberbullying, its impact on members of the school community – specifically students, teaching staff, non-teaching support staff and management staff, and bystanders.

As a result of my experiences working directly in the case study school, I was aware of the high rate of cyberbullying reports and had seen, firsthand, some of the stressful ramifications of this for members of the school community. This research project stemmed from that experience and sought to further understand the nature of this phenomenon and the conditions for its prevalence, with the aim of developing some management and prevention strategies, applicable both within the case study school and in a wider context.

Both qualitative and quantitative data were gathered. A common misconception, as outlined by Yin (1981), is that case studies are exclusively the result of either ethnographies or participant observation. Case study research can utilise a range of data collection processes; in fact, a major strength of case study research is the ability to use multiple sources and techniques. I am aware, as a result of my experiences working directly in the case study school, of the widespread growth of cyberbullying as a form of harassment and sought to further understand the research questions:

1. What is the prevalence and incidence of cyberbullying during the transition years (Years 7 and 8) to secondary school in one large co-educational school?
2. What perceptions of the nature, frequency and impact of cyberbullying exist within the different stakeholder groups (students; teaching, non-teaching support staff and management staff) within the case study school?
3. What is the impact of the bystander in influencing and responding to cyberbullying?
4. What are the potential solutions to managing cyberbullying?

In the case study conducted for this research project, the data were gathered from multiple participants and were then used to create patterns and cultural observations. The strength of case

study research is the capacity to use different methodologies and make comparisons for validity. By applying data triangulation in the study, the possibility that findings might be the result of particular measurement biases (Denscombe, 2003) was minimised. This commitment to methodological pluralism aimed to produce rich data from a variety of sources.

The ‘real life’ exploration of cyberbullying and its impact on the school community was examined over a period of several months and emphasised detailed contextual analysis of cyberbullying, its conditions and the associated relationships. It was anticipated that, with a clearer understanding of the nature, extent and impact of cyberbullying, a contribution towards the development of effective interventions would be possible. A further justification for using this model, therefore, was that it was anticipated that the findings of this local research would provide useful data to parents, educators and students on the existence and prevalence of cyberbullying and suggest possible ways in which the concern could be managed in the future. It was anticipated that the findings might then have a relevance to wider settings as this is a global issue impacting on schools across the world, and there may well be findings that are transferable.

While aspects of phenomenology, for example the exploration of individuals’ specific experiences, are relevant to this current study, where this method is unsuitable is that it relies on an intense and extended focus on a small number of subjects (Creswell, 2003) and on the fact that the group of people have all experienced the same or similar phenomena (Miller & Salkind, 2002), which may not be the case in the case study setting. It was anticipated that the cyberbullying experience might have some commonalities in experience between participants, but that their individual experiences were likely to be different.

3.9 Research Participants

All students in the Middle School cohort (approximately 550 students), as well as all teaching, non-teaching support staff and management staff members within the case study school (approximately 100 staff) were invited to complete an online survey, available through the software program, *surveymonkey*. Of the student cohort, 464 students (216 male, 241 female and seven who did not identify gender) chose to participate, with the consent of their parents, representing 84% of the Middle School student population. Forty-four members of staff (12 males, 31 females and one who did not identify gender) chose to participate. Participants were given the opportunity to comment, via the survey, on their personal experiences with cyberbullying, as a victim, perpetrator or bystander.

Although not all staff members were currently teachers of Middle School students, many had been at the school for some years and had experience in this section of the school. Most teaching staff members were also Classroom Tutors of a mixed age group of up to 24 students. This meant that they met regularly with students of their Tutor Group and / or House group, and provided pastoral support, which therefore placed them in a position to be aware of bullying behaviour, or to become aware of cyberbullying, given especially that although it may not occur within school hours, would be likely to have a flow-on impact of the attendance, engagement and wellbeing of students at school (Arsenault et al., 2010; Katz et al., 2014; Schneider et al., 2012).

3.10 Survey Data Collection and Storage

Implicit in the process of data collection and storage was an ethical framework. The survey data were anonymous. None of the data collected was used in any way other than to assist in the completion and publication of this study. All data from the surveys were kept in

electronic files accessed via a password-protected computer. There were no hard copies of surveys. Computer files were password protected and stored on a secure server at the case study school.

3.11 Data Analysis

Babbie (2010) distinguished between two types of research based on inductive or deductive design. Babbie (2010) explained when research is being conducted it is important to determine the particular approach to be implemented as, “scientific inquiry in practice typically involves alternating between deduction and induction. Both methods involve interplay of logic and observation. And both are routes to the construction of social theories” (p. 53). The deductive approach tests a theory, in which the researcher develops a theory or hypothesis and designs a research approach to test the formulated theory. Babbie continues: “[d]eduction begins with an expected pattern that is tested against observations, whereas induction begins with observations and seeks to find a pattern within them” (2010, p.52).

The second design, an inductive approach, works on building a theory, in which case the researcher starts with the collection of data in an effort to develop a theory. Neuman (2003) explained that inductive research began with detailed observations of the world, and moved towards more abstract generalisations and ideas. Inductive research “involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses” (Bernard, 2011, p. 7).

For the purposes of this research project, an inductive research design shaped the project, allowing exploration of the issue from different perspectives. Rather than measuring pre-specified measurable goals, ‘goal-free evaluation’ (Scriven, 1972) was used, whereby data was

gathered on the issue based on the perceptions of key stakeholders without being constrained by a narrow focus on specific goals, thus allowing an exploration of variations in experience and individualised outcomes.

3.12 Thematic Analysis and Data Presentation

Both qualitative and quantitative data were integrated and analysed, serving to build a coherent picture of cyberbullying within the case study setting, and being mutually illuminating. Qualitative survey data were collated, coded and analysed by theme, patterns and categories. Initially, I became familiar with the data by reading it several times to identify themes and categories. Codes identified in the data were then generated. If new codes emerged, the coding frame was amended and the responses were reconsidered according to the new structure. When using themes as the coding unit, I was looking for ‘expressions of an idea’ (Minichiello, Aroni, Timewell, & Alexander, 1990). Structural analysis, an approach to theorising about, representing and analysing social processes (Berkowitz, 1982), was applied to the primary data collected. The data were analysed structurally for the purpose of identifying patterns in the material. I read and re-read the data, and remained open to what themes might emerge (Braun & Clarke, 2006). This provided an opportunity to develop interpretations of data, elaborate on ideas, and link pieces of data together. The development of interpretive memos provided a sustained examination of themes, linked by discrete information.

Quantitative data were analysed through a process of exploratory analysis and communicated by presenting the data as tables, graphical displays and statistical summaries. Quantitative data were useful for establishing the ‘who, what, when and where’ of cyberbullying in the case study setting. Where there were patterns or anomalies, qualitative data was sought to

support the particular finding and add further depth.

For this project, data were sorted in as many ways as possible in order to establish any outcomes that may not have been initially apparent. Where there was convergence of multiple observations, strength in the conclusions was increased. Specifically, both quantitative and qualitative data were interpreted and examined for congruence. For example, if a quantitative response indicated a high number of participants expressed distress at witnessing cyberbullying, examples from the qualitative data were examined to further illuminate the experience, and add depth to the finding. To draw conclusions involved the making of inferences and reconstructing meaning derived from data. This required the exploration of properties and dimensions of categories, the identification of relationships between categories, and the uncovering of patterns. This is a vital step in the analysis process and requires careful reasoning. For this research, the process led to understanding and interpreting the meanings and experiences of the research participants, which in turn contributed to an understanding of a broader cultural impact of the issue of cyberbullying in society.

In presenting the survey analysis results, a balance between rich description and interpretation was sought. Consideration was given to options for data display including matrices, graphs, charts and conceptual networks (Miles & Huberman, 1994) and a mixture of graphs and charts were used in order to most clearly display the data.

3.13 Conclusion

This chapter has highlighted the theoretical framework, epistemology, methodology and methods that were used to conduct this research project. It has outlined the constructionism construct and interpretive perspective that were applied to this study. It has presented the basis

for its use of case study model and use of survey design method. It has discussed how data were analysed inductively, searching for patterns through a process of collation, coding and categorising. The following chapter presents the findings of this study analytically, highlighting the most significant findings supported by extracts from the data, relating them to the research questions and making links to the literature presented in Chapter 2.

CHAPTER 4: RESULTS – STUDENT RESPONSES

4.1 Introduction

The purpose of this study was to examine the nature and extent of cyberbullying within a case study context, to explore its characteristics and prevalence, and its impact on members of the school community, specifically students and staff, in order to better understand the nature of this phenomenon during the Middle Years of education. The relevant terms are outlined in more detail as follows:

prevalence	Rate or percentage of population in the case study school affected by cyberbullying according to the definition provided in the survey or as described by student / staff experience, and also including reference to gender and year level.
incidence	The occurrence, rate of occurrence or frequency
nature	How cyberbullying is manifested and in what forms it is presented.
impact	The effect or influence of cyberbullying.
extent	The degree to which cyberbullying is happening within the case study setting.
characteristics	The characteristics of cyberbullying include reference to definitional issues such as repetition and power imbalance. The characteristics also relate to possible

The study aimed to identify and analyse student and staff perceptions of cyberbullying behaviour and to look closely at the role of the bystander. The significance of this topic cannot be overstated, given its impact on the health and wellbeing of young people in our society (Arseneault et al., 2010; Espelage & Swearer, 2003; Kawabata, Crick, & Hamaguchi, 2010). I strongly believe it is the professional obligation of educators to explore, understand and respond to this issue.

This chapter provides the major findings of the study and a description of the responses from students at the case study school. Responses to the survey instrument were evaluated to help answer the four research questions that guided this study and which were:

1. What is the prevalence and incidence of cyberbullying during the transition years (Years 7 and 8) to secondary school in one large co-educational school?
2. What perceptions of the nature, frequency and impact of cyberbullying exist within the different stakeholder groups (students; teaching, non-teaching support staff and management staff) within the case study school?
3. What is the impact of the bystander in influencing and responding to cyberbullying?
4. What are the potential solutions to managing cyberbullying?

In this research study, data were collected and analysed using both quantitative and qualitative methods. In the student survey, 19 single answer questions, 22 multiple-choice questions and 10 Likert Scale questions were posed. These were used as the basis for the quantitative data. Additionally, there were three short answer / narrative questions and eleven

questions where additional comment was invited, which represented the qualitative data.

Four hundred and sixty four students (216 male, 241 female and seven who did not identify gender) completed the Cyberblitz survey. In a further breakdown of data, 112 were Year 7 males, 104 Year 8 males, 124 Year 7 females and 117 Year 8 females. In total, this number represents 84% of the Middle School student population at the case study school. This chapter presents a summary of student findings under the key research question headings while staff findings are presented in the following chapter. As the first objective of the survey was to confirm an understanding of cyberbullying from students, this data has been presented first, by way of introduction to the findings, and second, by results specifically relating to the individual research questions.

4.2 Student Awareness and Understanding of Cyberbullying

4.2.1 Introduction.

Before identifying the prevalence and incidence of cyberbullying, an insight into a) the use of technology and b) understanding and opinions of cyberbullying was sought. I was seeking to determine how widely technology was used by the participants as a means of social communication and to confirm if the patterns were consistent with existing research data (Kowalski et al., 2008; Lenhart et al., 2010; Subramanyam & Smahel, 2011) that has shown electronic media is an intrinsic and integral part of daily life for adolescents. Further, before the data relating to prevalence, incidence and impact of cyberbullying could be analysed, it was necessary to ensure that participants had a clear understanding of the definition and forms of cyberbullying.

4.2.2 Use of technology by student participants

To determine the social use of technology by participants, Items 3, 4 and 5 in the student survey were designed to elicit this information. When asked, “Do you use the internet to socialise and communicate with others?” (Item 4) the vast majority of student respondents (90%=N412) indicated that they did, and when asked whether technology was “mostly positive”, “mostly negative” or “a combination of positive, respectful communication and negative, disrespectful communication” (Item 5), again the same number of respondents (90%=N412) agreed with the third statement. Only 4% (N18) rated technology as “mostly negative, disrespectful communication intended as a means of offensive interaction”. Within the student group, 73% (N334) stated that they used a mobile phone at school (Item 3). The data indicated that the students used technology widely for socialisation and communication.

4.2.3 Student understanding and opinions of cyberbullying definition and characteristics

To build an understanding of student awareness of the definition and nature of cyberbullying, Items 6, 8 and 9 were included. Items 12 and 28 related to the characteristics of cyberbullying, specifically motives for cyberbullying behaviour. When presented with a list of eight specific cyberbullying strategies and descriptors as provided by Willard (2007) in Item 6, and used in the Cyberblitz survey by means of definition, (flaming, harassment, denigration, impersonation, outing, trickery, exclusion, and cyberstalking), large numbers of student respondents indicated knowledge of these descriptors as “cyberbullying behaviours”. For example, the most commonly identified cyberbullying behaviour, recognised by 90% (N408) of

participating students, was “harassment (repeatedly sending insulting and hurtful messages)”, followed by “flaming (online fights using electronic messages with offensive language and angry tone)” (84%= N380); “denigration (rumours or gossip about a person with the intent of damaging their character)” (82%= N370); and, “cyberstalking (repeated harassment and denigration that includes threats or incites fear)” (81%=N368). The least commonly identified strategy was “trickery (coercing someone into revealing secret information or images online)”, identified as “cyberbullying behaviour” by 61% (N276) of student respondents.

In Item 6, students were also given the opportunity to include “other” types of cyberbullying behaviour and 23 additional responses were provided, many of which were expanded and/or individual interpretations of the strategies and descriptors provided, and which contributed qualitative data. For example, there were several comments that provided definitions or examples of “harassment”:

- *Sending cruel anonymous messages.* (female, Year 7);
- *Call me gay.* (male, Year 8);
- *When someone sent you a message that hurts your feelings.* (female, Year 7);
- *Harmful remarks like "kill yourself".* (female, Year 7).

and “denigration”:

- *Telling other people privet [sic] things about someone.* (female, Year 8);
- *Create photos of them and write mean things on that photo.* (female, Year 7);

and “cyberstalking”:

- *Death threat.* (female, Year 8);

- *Threatening Saying they're going to beat them up.* (male, Year 7).

Some students expanded on the definitions provided and gave specific examples:

- *A rude picture is sent to you.* (female, Year 7);
- *Trolling: constantly annoying with the intent of offense [sic] online.* (male, Year 8);
- *Private mobile number being posted on a sex-contacting page without her consent, and having random men contacting her.* (female, Year 8).

When asked to provide their own definitions of cyberbullying in Item 8, the 457 responses provided demonstrated an understanding of the issue, consistent with the definition provided in the survey, although they varied in depth and detail. Collectively, they described examples of targeted aggressive online behaviour. Some simple, straightforward definitions, without embellishment, included:

- *Bullying online, and stuff.* (male, Year 7);
- *Bullying someone over social media sites deliberately trying to get there [sic] attention and reaction.* (female, Year 8),

while many were descriptive and comprehensive, relating more detail or personal experience:

- *Cyberbullying is the act of bullying, sometimes anonymously, via either mobile phone, computer, Facebook, webpages, text messages, photos, etc.* (female, Year 8);
- *Cyberbullying is saying negative, rude language and lies to another person by mobile phones, computers, and other source of communication. It also means stealing your email and password, making websights [sic] that is offensive and rude. It is not just words [it] is can be pictures.* (male, Year 8);

- *When hurtful things are sent or posted about someone and when people hide behind screens to intentionally [sic] hurt and torture people.* (female, Year 8).

While some student responses suggested that cyberbullying was “part of life, I can deal with it” (male, Year 8), the majority of comments referenced specific characteristics such as intention to harm and targeted, repeated attack of an individual as key criteria. Generally, participants’ attitudes about cyberbullying were negative and critical of the behaviour with reference to descriptors such as “rude”, “hurtful”, “aggressive” and “nasty” being regularly used. Other comments that reinforced this included:

- *It’s the coward’s way of bullying.* (female, Year 8);
- *It’s a dog act.* (male, Year 8).

Item 9 included a range of statements with which students could strongly disagree, disagree, agree or strongly agree. These statements sought to evaluate participant views about cyberbullying in daily life. The responses to some of the statements from Item 9 are illustrated in Table 1 (while others are included in later parts of this chapter).

Table 1.*Student responses to statements about cyberbullying*

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.	29% (N132)	46% (N208)	23% (N104)	3% (N13)
People have the right to say anything they want online, even if what they say hurts someone or violates their privacy.	62% (N281)	30% (N135)	6% (N27)	3% (N12)
I would like to create a more kind and respectful online world.	2% (N8)	5% (N21)	40% (N179)	54% (N241)
I think most students have a good awareness of appropriate online codes of behaviour.	6% (N26)	32% (N147)	53% (N241)	9% (N39)

The above findings demonstrated that a high proportion (46%=N208) of student respondents did not accept, or “disagree(d)”, that cyberbullying was a “normal” part of the world that could not be stopped. Such a viewpoint was further confirmed in comments such as the following:

- *It’s horrible and it’s weak and I disagree with it.* (female, Year 8);
- *It’s unnecessary in the world of the internet.* (female, Year 8).

The majority (62%=N281) of student respondents also “strongly disagreed” with the statement that “people have the right to say anything they want online, even if what they say hurts someone or violates their privacy.” There was a strong suggestion through these responses, and the fact that strong numbers “agreed” (40%=N179) or “strongly agreed” (54%=N241) that they “would like to create a more kind and respectful online world”, that the Middle Years students involved in the survey were concerned about disrespectful online behaviour and were not accepting of cyberbullying behaviour. Again, narrative comments reinforced this quantitative data:

- *There has to be a way to make it stop.* (female, Year 8).

It appeared, based on responses to statements and in quantitative responses, that Middle School students were resigned to the reality of aggressive online behaviour. While being aware of the issue as part of their lives, young people in the case study school still felt a sense of frustration and hurt and expressed a sense of hope that things could be improved. Overall, the data indicated that students had a clear appreciation of the nature of cyberbullying in their daily lives and expressed concern about its presence in their lives.

4.2.4 Student perceptions of motives for cyberbullying

Data from Item 28 provided information about how students understood the characteristics of cyberbullying, particularly the motives which encouraged perpetration of this behaviour. In response to Item 28, which posed the question, “Why do you think cyberbullying takes place at our school?” students expressed a diverse range of opinions. These ranged from the simplistic:

- *Because some people just don't like other people, it's natural.* (male, Year 8);
- *Cyberbullying takes place at this school because in this generation there is more technology and a lot more things that students become angry at and they take their anger out on others.* (female, Year 8).

to the more complex:

- *Cyberbullying takes place at our school because we have a range of different students with different opinions on certain topics; therefore someone might not like the way another person thinks, acts or talks etc. Then peer pressure comes into it alot [sic], where some students want to be 'cool' or on the place were [sic] they don't get affected by anything so they join with others who are 'cool' and go against their own opinions to be with these people, therefore there is normally a huge group forming because of this, then bully others.* (female, Year 8);
- *I think it takes place for many reasons. For some, they may bully because of jealousy (ie. someone is smarter, etc), to get a sense of power (ie. picking on weaker people with lower self esteem and confidence), or to make them feel better about themselves.* (female, Year 8).

Some made character judgements about those that participated in cyberbullying or chose not to:

- *Because there are good kids, bad kids and dumb kids, good kids don't cyberbully, dumb kids don't know if they are cyberbullying and bad kids cyberbully for the "fun" of it.* (male, Year 8);
- *But if they bully of [sic] computer, it just shows they are too weak to do it in person.* (male, Year 8).

Several comments made reference to the importance of fitting in or establishing an identity:

- *Some people will do anything to change or create an image for themselves and for some that image is negative.* (male, Year 8);
- *Cyberbullying takes place at school because the bully wants to feel cool and think they are brave and strong going up to the victim and bullying them.* (female, Year 7);
- *Because it is a big school and people get jealous of people maybe for their looks, sportiness or popularity.* (female, Year 7);
- *It is a popularity contest.* (female, Year 7);
- *Cyberbullying happens to the least popular people who are targetted by the popular people because they think they are better than everyone and they can get away with anything.* (female, Year 8).

Some acknowledged the impact of lack of supervision as a factor in the equation of online bullying:

- *Because there are no parents around to see what your [sic] doing. Plus there is more students at school than staff, so people can get away with it. (female, Year 8);*
- *Because teachers do not actually check if anyone is being mean but just talk about how it is not good and how you shouldn't do it. (female, Year 8);*

while some others expressed the thought that it was deliberately overlooked:

- *It's a big problem...teachers like to believe that nothing is going on but they know it is, still they do nothing. (male, Year 8).*

Others commented on the ready availability of technology as an explanation or the fact that they believed the screen provided a sense of protection:

- *Easy access to internet, almost too easy. (female, Year 8);.*
- *People forget manners online, they don't think before they say anything like they would in person, most likely because they have to look the person in the eye. (male, Year 8);*
- *It is an easy thing to say something mean to someone without looking at their face. (female, Year 7);*
- *Because people have a computer screen in front of them and don't have to say it to the person's face and they feel tougher, but because they can't see their face they have no idea how much what they have said has hurt the person they were saying it to. (female, Year 8).*

Further comments expressed a sense of hopelessness or inevitability about human nature or society:

- *People are shit and life sucks. (female, Year 8);*

- *Because people are immature and have nothing better to do with their lives then hurt other people.* (female, Year 8);
- *School seems to be a bullies [sic] playground. It ruins life because it's full of unaware kids and teenagers.* (female, Year 7);
- *People are just idiots really.* (male, Year 8);
- *Because it's just how the cookie crumbles.* (male, Year 8).

Comments also suggested that the problem was bigger than teachers or school administrators were aware of:

- *The school doesn't know half of the stuff that is actually going on.* (female, Year 8).

To gather data about the reasons why individual Middle Years students had participated in cyberbullying perpetration, Item 12 was included, which related to the specific named cyberbullying behaviours listed in Item 11 and asked, “If so, why do you think you have chosen to behave in this way?” The response that attracted the highest number of responses, 46% (N211), indicated that the questions was not applicable as they had not been involved, while 12% (N57) responded that “I just do it and I don’t think about the consequences”; seven percent (N33) responded, “if I don’t do it, someone will do it to me” and the same number indicated, “it’s just normal”. In their narrative responses, many students expressed a sense of there being nothing that could be done to change the status quo, although others expressed a strong wish that something could be done, such as:

- *BULLYING MUST COME TO AN END! No one deserves it. It makes people feel like absolutely worthless. We need to make a difference.* (female, Year 8).

A further 29% (N131) gave “other” explanations for their behaviour which included retaliation. A selection of these responses, including a range of explanations for cyberbullying behaviour perpetration included:

- *Most of the time they mouth me first, I'm not the kind of person to rip into someone without a reason.* (male, Year 7);
- *I do it in retaliation.* (female, Year 8);
- *To defend myself.* (female, Year 8);
- *Sometimes I do it as payback or to take out my anger and sadness on other people.* (female, Year 7);
- *Because I got annoyed because the person did the same thing to me.* (male, Year 8);
- *I only do it if they're assholes to me, or anyone I know, first.* (male, Year 8).

Some suggested that cyberbullying was a form of entertainment:

- *Because I do it as a joke with my mates.* (male, Year 8)
- *It's funny at the time.* (male, Year 8)

or a way to maintain connection:

- *If we don't we disconnect.* (male, Year 8).

Other responses included:

- *Because it's the right thing to do.* (male, Year 8);
- *Because I just click like on everything.* (male, Year 7);
- *Peer pressure.* (female, Year 7);
- *I was scared that if I didn't do it, someone would do it to me.* (male, Year 8).

Some students took this opportunity to explain that they had participated in cyberbullying previously but had learned from the experience:

- *I didn't think twice about it when I did it, but I learnt from my mistake.* (female, Year 7);
- *I didn't realise that the comment could affect them (I took the comment down a day later).* (female, Year 8);
- *It is funny at the time, but when you relise [sic] days later you don't think it's funny.* (female, Year 7).

Another made reference to the learning involved about the permanence of some forms of cyberbullying:

- *I was unaware when I was younger that everything you say or post on the internet stays up there forever.* (female, Year 7).

Figure 1 represents the responses students made to explain why they cyberbully.

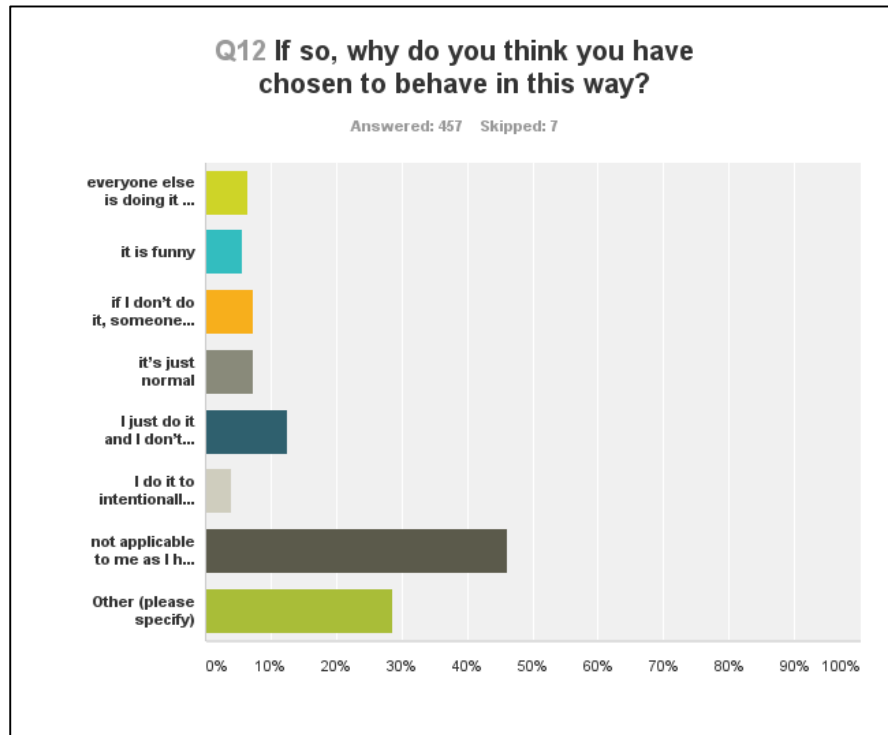


Figure 1. Student responses to the question: If so (you have cyberbullied), why have you chosen to do it?

4.3 Student Perceptions: Prevalence and Incidence of Cyberbullying During the Transition Years (Years 7 and 8) to Secondary School

4.3.1 Introduction

As the first research question sought to answer, “What is the prevalence of cyberbullying during the transition years (Years 7 and 8) to secondary school in one large co-educational school?” student responses to survey questions relating to this question will be outlined in this section. Quantitative data were produced from the research survey through the students’ answers to the ‘yes or no’ questions and frequency questions answered on a Likert Scale. Items 10, 13, 14, 15, 16, 17, 19 and 22 related to the perceived experience and frequency of cyberbullying behaviour at the case study school, while Items 7, 9, 11 and 18 related to the types of

cyberbullying experienced, perpetrated or witnessed. Data were also analysed according to gender and year level and from the perspective of victim, perpetrator and bystander.

4.3.2 Student perception of prevalence of cyberbullying at the case study school

Item 10 of the student Cyberblitz Survey asked respondents about their own experience as victims of cyberbullying at school. Twenty nine percent (N133) of students responded they had been cyberbullied, while 50% (N229) indicated that they had not and a further 23% (N106) indicated that they did not know if they had been cyberbullied. This data represents student responses to whether they believe they had experienced cyber victimization. Figure 2 represents these responses.

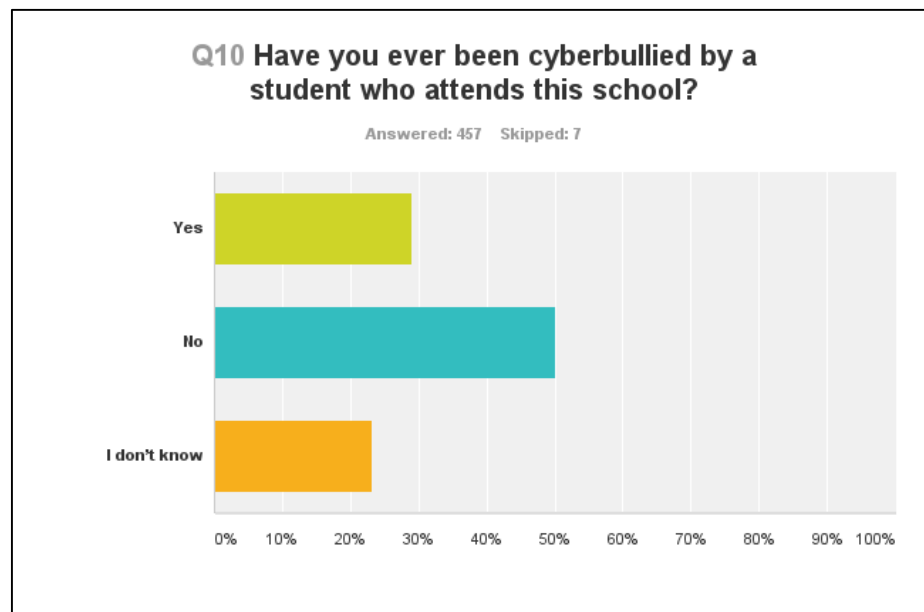


Figure 2. Student responses to the question: Have you ever been cyberbullied by a student who attends this school?

In exploring the prevalence of cyberbullying victimisation based on year level and gender the following data were examined:

Table 2.

Self reported cyberbullying victimisation rates by gender and year level

Year 7 females	Year 7 males	Year 8 females	Year 8 males
37%	28%	30%	22%
(N45)	(N31)	(N35)	(N22)

As this table illustrates, the highest incidence of self reported cyberbullying victimisation was found in Year 7 females. Overall, the prevalence of cyberbullying victimisation was higher in females than males in both year levels. The lowest reported victimisation rate was found in Year 8 boys.

In Item 24, students identified “after school” very clearly as the most prevalent time for cyberbullying to occur, with 91% (N402) naming after school as the “worst” time for this. Thirty six percent (N158) identified transport to/from school as a time of concern and lunchtime was identified by 33% (N145) of respondents as the worst time. Figure 3 illustrates the various times of the day indicated as “worst times of the day for cyberbullying”, noting that students were invited to include more than one response:

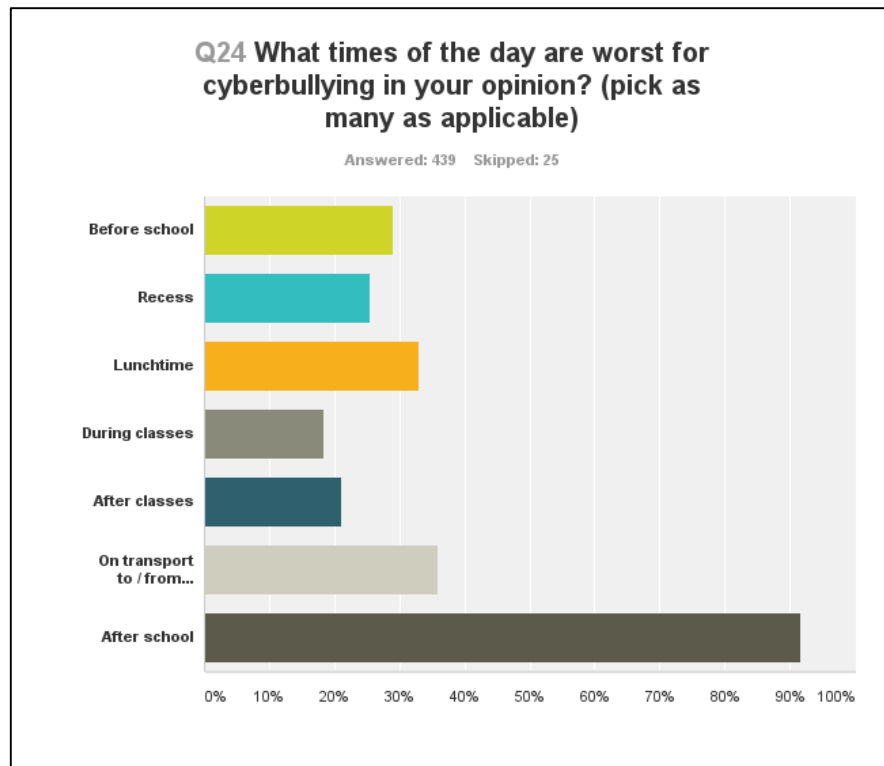


Figure 3. Student responses to the question: What times of day are worst for cyberbullying in your opinion?

4.3.3 Student perception of incidence of cyberbullying at the case study school

While 50% of overall respondents responded in Item 10, that they had not been cyberbullied, when specific incidences or manifestations of cyberbullying experience were defined, a difference rate of prevalence was reported in other items of the survey. When asked in Item 18 to name the specific types of cyberbullying experienced personally since being at the school, a higher response rate than indicated in Item 10 was given. Figure 4 shows participant responses to Item 18, which indicates that as many as 54% (*N*133) of students identified as having been victim to “denigration (put-downs (dissing) sending harmful, untrue or cruel statements to you or posting such material online)”; 53% (*N*130) admitted to having “had rude things or lies about you posted online or sent in a text message” and 47% (*N*11) had been involved in “Flaming: an online fight with offensive language and angry tone used towards me”.

The type of cyberbullying that had previously been identified in Item 6 as the most commonly understood, harassment, was reported as having been experienced by 46% (*N*112) of respondents. Therefore, twice as many overall participants identified as having been cyberbullied in specific ways and yet did not identify this when answering an earlier question about having been cyberbullied. It is possible that the variance in data from these two responses may be attributed to a lack of conceptual clarity, as suggested by Vandebosch and van Cleemput (2008). As outlined in Chapters 2 and 3, there is no commonly accepted universal definition of cyberbullying, and certain criteria such as repetition are the subject of debate (Cowie & Jennifer, 2008; Dooley et al., 2009; Hemphill et al., 2014; Langos, 2012; Menesini & Nocentini, 2009; Slonje & Smith, 2008). For this research project, using Willard's (2007) definition and explanation of cyberbullying, a significantly higher response rate of victimisation was reported when specific named manifestations of cyberbullying were outlined.

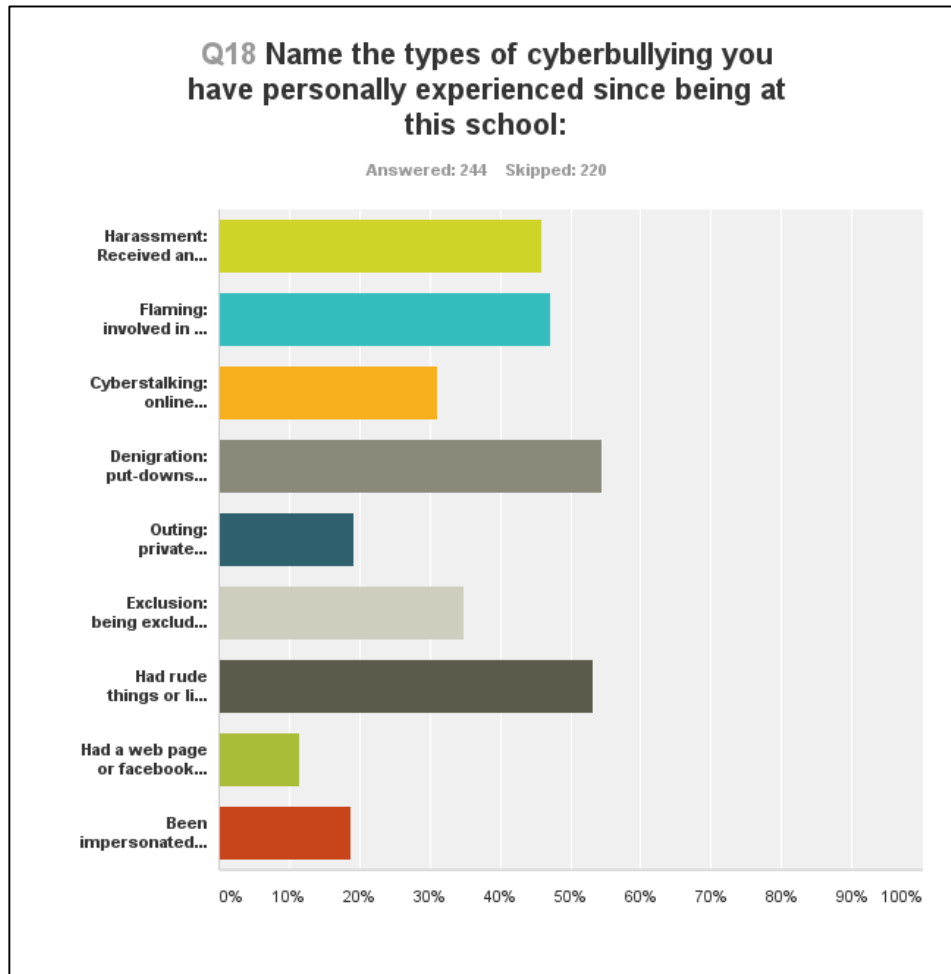


Figure 4. Student responses to the question: What times of day are worst for cyberbullying in your opinion?

The prevalence and incidence of cyberbullying were also measured in Item 22. In this question, participants were asked about their experience of cyberbullying as a victim in the following way, “If you have been cyberbullied, how long has it been happening?” with a list of responses including “Less than one month”, “Less than 6 months”, and “More than 6 months”. Over half the respondents (53%=*N*101) reported that the cyberbullying had been occurring for less than one month while 25% (*N*47) responded that it had been occurring for less than 6

months and a further 22% (*N*41) indicated that it had been occurring for more than six months. The findings are illustrated in Figure 5.

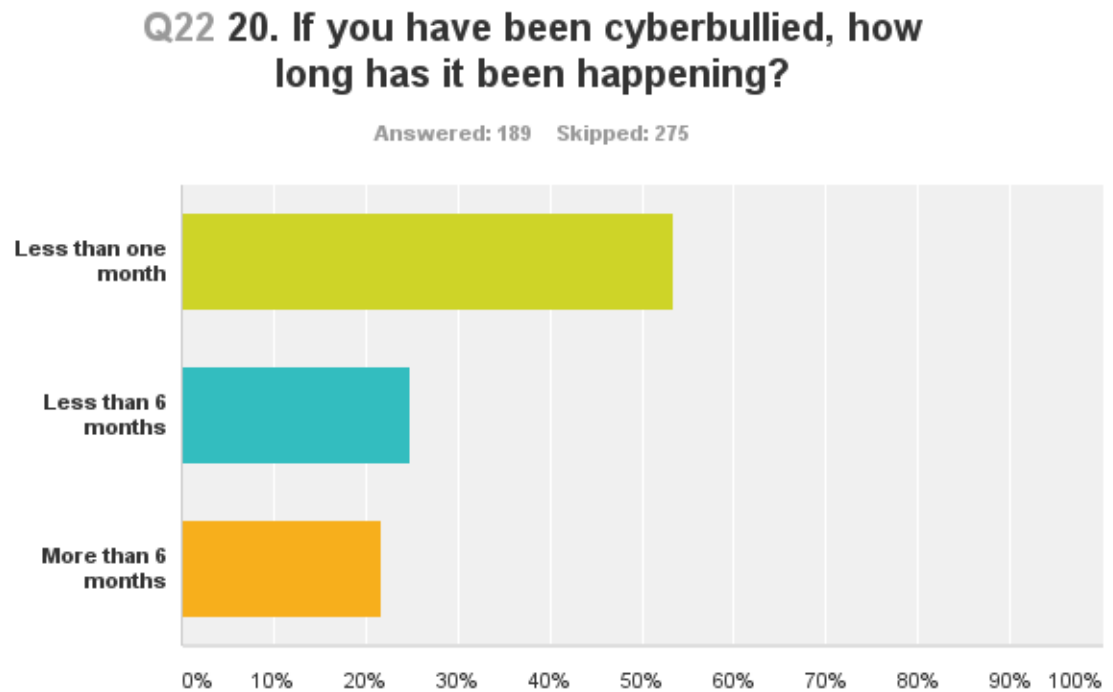


Figure 5. Student responses to the question: If you have been cyberbullied, how long

4.4 Student Perceptions of the Nature, Frequency and Impact of Cyberbullying

4.4.1 Introduction

The second research question posed was, “What perceptions of the nature, frequency and impact of cyberbullying exist within the different stakeholder groups (students, and teaching and non-teaching support staff and management staff) within the sample school?” Student survey responses relating to this area of the research will be outlined in this section. Overall, the

perception of students, based on Items 13, 14, 15, 16 and 17, was that cyberbullying was a significant concern and that it occurred at a frequent rate. Such feedback supported the findings of earlier research (Bauman & Bellmore, 2015; Campbell et al., 2011; Hemphill et al., 2012; Katz et al., 2014; Kowalski et al., 2012; Rivers & Noret, 2010; Schneider et al., 2012; Selkie, 2016; Stewart & Fritsch, 2011; Wong-Lo & Bullock, 2011).

Through Items 7, 11 and 18, students demonstrated an awareness of different forms of cyberbullying behaviour through the lens of victim, perpetrator or bystander. To elicit qualitative data relating to experience with cyberbullying in the Middle School setting, vignettes based loosely on actual events that had occurred at the case study schools were also included in the survey. Items 36, 37, 47, 48 and 57 were designed to elicit data about the nature and frequency of cyberbullying, and these responses added to the overall richness of data gathered.

4.4.2 Student perceptions of the nature of cyberbullying

As indicated in Chapter 4.3, student awareness of the incidence of cyberbullying varied depending on the detail of descriptor provided. Particular questions were framed in the student survey to develop a greater understanding of exactly how cyberbullying was manifested and in what forms it was present within the case study setting, that is, what its nature was. The survey was used to determine individuals' perception of the nature of cyberbullying from the view of the victim, perpetrator and bystander.

The student victim perception of the nature of cyberbullying was explored through Item 18. It showed that over half the respondents reported experiencing “denigration: put downs (dissing) sending harmful, untrue or cruel statements to you or posting such material online” and

“had rude things or lies about you posted online or sent in a text message” as shown in Figure 4 (Chapter 4.3.3).

When asked in Item 11 to respond if they had ever participated in perpetration of specific named cyberbullying behaviours, the highest specifically named type of cyberbullying was identified as “sending an offensive text message to someone with content that is intended to tease or frighten them”. Twenty nine percent (N64) admitted to this cyberbullying behaviour, followed by 20% (N43) who admitted to having “posted or forwarded pictures or information about others via mobile phone, facebook page or web page without their consent”. A further 40% (N89) made responses under “other” and listed cyberbullying behaviour they had been directly involved in, for example:

- *Been part of many facebook fights. I have slightly impersonated, I said my name was someone else but changed it back after a week or so and probably got involved with the bullying.* (male, Year 8);
- *I’ve sent an inappropriate picture to someone on snapchat and I actually didn’t pass on anything bad, but I have seen things, like fights and have screen shot the status, or whatever it may be and sent it on to my friends, to let them know what is going on.* (male, Year 7).

One student admitted the following:

- *I sent a death threat.* (female, Year 7).

These individual responses contributed to the qualitative data, providing a context regarding behaviour and situation and adding to the complexity of the quantitative data.

Table 3 outlines the student responses to admission of involvement in perpetration of cyberbullying behaviour, in relation to specific named types of cyberbullying behaviour. It presents the number of individuals reporting each of the specific forms of cyberbullying perpetration.

Table 3.

Student responses to the question: Have you ever participated in any of the following behaviours?

Sent an offensive text message to someone with content that is intended to tease or frighten them?	29% (N64)
Posted or forwarded pictures or information about others via mobile phone, facebook page or web page without their consent?	20% (N43)
Posted rude things or lies about someone online or in a text message?	17% (N37)
Impersonated someone online (pretending to be someone else to say things in their name).	13% (N29)
Sent an offensive email to someone with the intention of teasing or frightening them?	11% (N24)
Created or contributed to a web page or facebook site created about someone without their consent?	5 % (N12)

In further analysis of this data, the following breakdown of gender and year level self reporting of at least one type of named cyberbullying perpetration was noted, as shown in Table 4:

Table 4.

Self reported cyberbullying perpetration rates by gender and year level.

Year 7 females	Year 7 males	Year 8 females	Year 8 males
23%	46%	30%	34%
(N28)	(N52)	(N35)	(N35)

This data shows that Year 7 males reported the highest incidence of cyberbullying perpetration behaviours with Year 7 females showing the lowest rate of self named perpetration.

Particularly relevant to this study was the number of individuals who responded that they were bystanders, or witnesses, to cyberbullying behaviour. Item 7 asked participants to indicate which of a series of listed cyberbullying behaviours they had witnessed occurring to one of their peers or classmates. Participants were asked about their experience witnessing the incidence of cyberbullying with the questions, “Have you ever witnessed one of your peers / classmates being cyberbullied in any of the following ways?” Thirteen manifestations of cyberbullying behaviour were outlined and a further opportunity for students to make a written comment was provided. Fifty six percent (N204) of student respondents had witnessed “Harassment (repeatedly sending insulting and hurtful messages)” while half or more had been witness to “flaming (online fights using electronic messages with offensive language and angry tone)”, “rude or offensive

comments made on a web page or facebook site without consent”or “received rude things or lies about them online or in a text message.” The data is presented in Table 5:

Table 5.

Student responses to the question: have you ever witnessed one of your peers or classmates being cyberbullied in any of the following ways?

Harassment (repeatedly sending insulting and hurtful messages)	56% (N204)
Flaming (online fights using electronic messages with offensive language and angry tone)	55% (N202)
Received rude things or lies about them online or in a text message?	51% (N185)
Had rude or offensive comments made about them on a web page or facebook site without their consent?	50% (N182)
Received an offensive text message from someone with content that is intended to teases or frighten them?	43% (N158)
Denigration (‘dissing’ someone online which may include sending or posting rumours or gossip about a person with the intent of damaging their character)	40% (N147)
Impersonation (pretending to be someone else and attempting to get that person in trouble or damage their relationships)	28.02% 102
Had pictures posted or forwarded via mobile phone or facebook or webpage without their consent?	37% (N134)

Exclusion (deliberately excluding someone from an online group with the intent to offend)	36% (N130)
Cyberstalking (repeated harassment and denigration that includes threats or incites fear)	30% (N110)
Received an offensive email from someone with the intention of teasing or frightening them?	29% (N107)
Outing (sharing secret information or images online)	27% (N99)
Been impersonated by someone online (pretending to be someone else to say things in their name)	24% (N89)
Trickery (coercing someone into revealing secret information or images online)	22% (N81)

Therefore, in determining the nature of cyberbullying within the case study school, the most commonly experienced types of cyberbullying as identified by victims were denigration (put-downs sending harmful, untrue or cruel statements or posting such material online); rude things or lies posted online or sent in a message; flaming; and, harassment. Perpetrators named the most common types of cyberbullying as sending an offensive text message with content that is intended to tease or frighten; posting or forwarding pictures via mobile phone, facebook page or web page without consent as the most common. Bystanders identified harassment (repeatedly sending insulting and hurtful messages); flaming; rude things or lies online or in a text message;, and rude or offensive comments on web page or facebook site without consent, as the most commonly observed forms of cyberbullying. These responses indicate that cyberbullying in

several different forms was recognised and experienced within the sample group of Middle Years students.

4.4.3 Student perceptions of the frequency of cyberbullying

Information was sought through a number of questions to determine the student perception of the frequency of cyberbullying within the case study setting. These included quantitative questions and questions which invited a qualitative response through the inclusion of a comment category. In response to Item 13 which asked “How often do you think cyberbullying occurs through mobile phones or other devices at school?”, over half (54%=N247) of the students indicated that they believed cyberbullying occurred “frequently / all the time” or “sometimes / occasionally” (33%=N150). Only 1.5% (N7) of students responded that they believed cyberbullying was “never” happening and 11% (N53) suggested that they did not know. Item 14 responses indicated that 71% (N325) of student respondents were more aware of cyberbullying now than they were one year ago. Item 16 responses indicated that more than half of Middle School students (60%=N270) viewed cyberbullying as a significant concern at the case study school.

In response to Item 17 about the perceived rates of cyberbullying, which posed the question “Could you estimate what proportion of students in the Middle School (at this school) you believe would have a) been cyberbullied b) participated in cyberbullying behaviour c) witnessed cyberbullying behaviour” 50% of students (N226) indicated, “more than half the Middle School students would have witnessed cyberbullying”. This was consistent with the data from Item 7, shown above in Table 6, which indicated that over 50% of students noted they had

witnessed specific types of cyberbullying. There were those who indicated, through the inclusion of a further comment, no knowledge of the issue, for example:

- *I have not witnessed, participated and been cyber bullied.* (female, Year 7).

but others believed it to have impacted everyone:

- *We have all done it in one stage of our lives so don't say that you haven't because you have.* (female, Year 8).

with another commenting and punctuating her response with the use of capital letters, that,

- *ABOUT 50% (have) been the leader of a cyber bully gang - ABOUT 50%.* (female, Year 7).

Figure 6 provides a summary of student perceptions of the proportion of victimisation, perpetration and bystander witness to cyberbullying within the Middle School, indicating strong numbers of students perceived to be victims, perpetrators and bystanders to cyberbullying. It is important to note, however, that a timeframe was not specified in the survey, and as such, the results should be interpreted with caution.

Q17 Could you estimate what proportion (how many) of the students in the Middle School at [your school] you believe would have:

Answered: 451 Skipped: 13

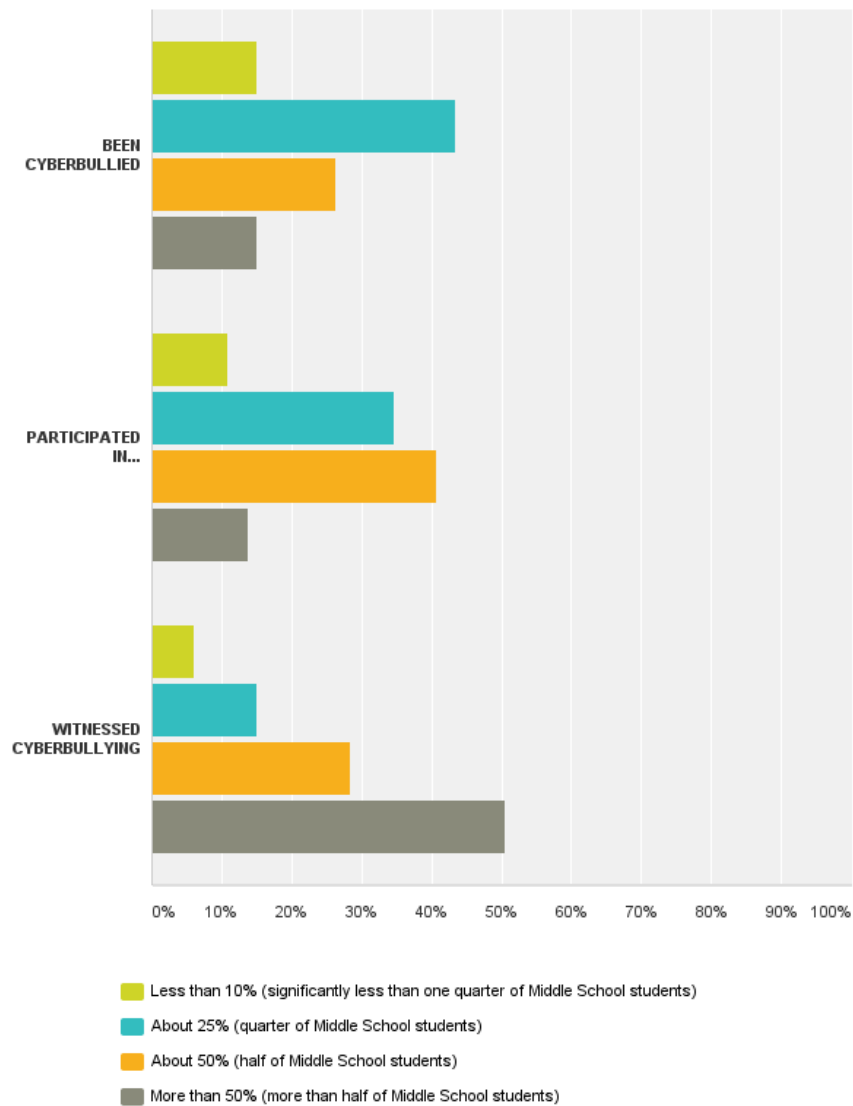


Figure 6. Student responses to the question: Could you estimate what proportion (how many) of the students in the Middle School at [your school] you believe would have been cyberbullied/ participated in cyberbullying / witnessed cyberbullying.

4.4.4 Student perceptions of the impact of cyberbullying

A number of survey items were designed to evaluate student perception of the impact of cyberbullying within their school community. These included Items 9, 16, 20, 21, 23, 25 and 29. Additionally, the vignette scenarios were included, and being based loosely on a range of experiences which had formerly occurred within the case study setting, also held relevance in terms of assessment of impact. Specifically, Items 41, 42, 51 and 52 referred to the impact on the bystander. The data gathered indicated emotional impact across the sample group including anxiety, distress, fear, anger and humiliation. There was also evidence of more significant psychological injury and reference to self-harm and suicide ideation by some participants.

Figure 7, based on Item 16, illustrates the number of students who viewed cyberbullying as a concern at the case study school, showing that 59% (N270) viewed it as a significant concern.

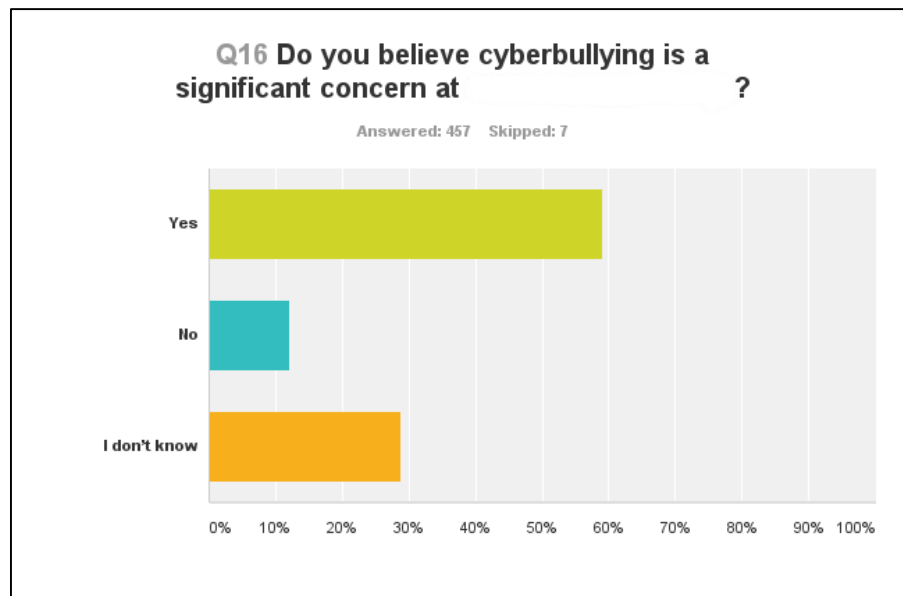


Figure 7. Student responses to the question: Do you believe cyberbullying is a significant concern at (your school)?

Based on Item 9, which included a statement, “I know of someone who has been really hurt by cyberbullying” a strong majority of respondents “agreed” (41%=N183) or strongly agreed (33%=N148) with this. This data is presented in Table 6.

Table 6.

Student responses to the statement: Please indicate whether you strongly disagree, disagree, agree, or strongly agree with the statement.

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I know of someone who has been really hurt by cyberbullying.	8.67% (N39)	17.78% (N80)	40.67% (N183)	32.89% (N148)

In a further analysis of this data by gender and year level, the data showed that Year 7 females indicated the highest proportion of Middle Years students who “agree(d)” or “strongly agree(d)” that they “knew of someone who had been really hurt by cyberbullying” with Year 8 males reporting the lowest incidence of the same. This data is presented in Table 7.

Table 7.

Percentage of students by gender and year level who “strongly agree” or “agree” that “I know of someone who has been really hurt by cyberbullying.”

Strongly agree			Agree			Total
	Female Year 7	11.2% (N52)		Female Year 7	11.2% (N52)	22.4% (N104)
	Male Year 7	4.5% (N21)		Male Year 7	10.3% (N48)	14.8% (N69)
	Female Year 8	10.1% (N47)		Female Year 8	9.6% (N45)	19.7% (N92)
	Male Year 8	6% (N28)		Male Year 8	8% (N38)	14% (N66)

In Item 20, of those who had experienced cyberbullying, one hundred and nineteen respondents chose to comment on their feelings about this experience. While one noted, *“I no longer care, I have no feelings”* (female, Year 8) a variety of other comments suggested that victimisation produced a range of emotional responses as follows:

- *Kind of hurtful, but I know the truth and I believe in myself so it doesn’t really bother me.* (female, Year 8);
- *I don't really care what people think of me, but sometimes it pisses me off.* (male, Year 7);
- *I became really depressed and felt like I was worthless.* (female, Year 8);

- *I think ‘why me?’* (female, Year 8);
- *Very angry and wanting to get revenge on them for what they have done to me.*
(female, Year 8);
- *Unwanted, alone, isolated and anxious.* (female, Year 8);
- *It has crossed my mind of killing myself to end it all!* (female, Year 8).

Such comments demonstrated the degree of impact experienced by cyberbullying victims, as did further comments made in response to Item 58, which invited any further comments on the experience of cyberbullying, in which many made reference to the possible psychological impact on victims of cyberbullying:

- *Could make them feel bad about themselves.* (female, Year 7);
- *Humiliating.* (female, Year 8);
- *Can cause people to harm themselves.* (female, Year 8);
- *Incriminate falsely, and/ or leads to self-harm, depression and withdrawal.* (female, Year 8);
- *Can lead to suicide, depression, offline bullying.* (female, Year 8).

Item 23 required participants to name the specific types of cyberbullying that they regarded as most offensive. Definitions were provided for a range of cyberbullying behaviours in the survey and the specific types of cyberbullying that were regarded as most offensive from the students’ perspective were ranked from number 1, being the most hurtful/ offensive/ damaging.

According to their responses to the named definitions, the following were indicated as most hurtful / offensive / damaging: cyberstalking (*def*: online harassment that includes threats

or harm); harassment (*def*: received an offensive email from someone with content that teases or frightens you; had a web page or facebook site created about you without your consent); and flaming (*def*: involved in an online fight with offensive language and angry tone used towards me). Table 8 illustrates these student perception.

Table 8.

Student responses to the statement: Number the types of cyberbullying that you think are the most offensive / hurtful / damaging.

	1	2	3	4	5	6	7	8	9
Cyberstalking: online harassment that includes threats or harm	22% (N94)	16% (N72)	20% (N89)	14% (N60)	10% (N45)	5% (N24)	6% (N26)	4% (N16)	3% (N11)
Harassment: Received an offensive email from someone with content that teases or frightens you	21% (N93)	21% (N91)	16% (N71)	9 % (N38)	12% (N53)	7% (N32)	6% (N25)	5% (N22)	3% (N12)
Flaming: involved in an online fight with offensive language and angry tone used towards me	12% (N51)	19% (N83)	14% (N63)	9% (N41)	9% (N39)	10% (N43)	9% (N41)	11% (N47)	7% (N29)
Had a web page or facebook site created about you without your consent	13% (N55)	9% (N40)	6% (N26)	7% (N32)	6% (N26)	7% (N32)	11% (N46)	30% (N130)	11% (N50)
Denigration: put-downs (dissing) sending harmful, untrue or cruel statements to you or posting such material online	10% (N42)	11% (N47)	13% (N58)	25% (N111)	12% (N54)	11% (N49)	6% (N25)	8% (N35)	4% (N16)
Outing: private pictures or information about you posted	9% (N38)	9% (N39)	10% (N45)	13% (N55)	24% (N104)	15% (N64)	11% (N47)	7% (N30)	3% (N15)

or forwarded without your consent									
Had rude things or lies about you posted online or sent in a text message	8% (N35)	7% (N32)	11% (N46)	12% (N54)	14% (N61)	10% (N43)	25% (N106)	11% (N47)	3% (N13)
Been impersonated by someone online (someone pretending to be you to say things in your name)	4% (N19)	5% (N23)	7% (N29)	7% (N30)	7% (N29)	13% (N55)	11% (N48)	16% (N68)	31% (N136)
Exclusion: being excluded from an online group	2% (N10)	2% (N10)	2% (N10)	4% (N16)	6% (N26)	22% (N95)	17% (N73)	10% (N42)	35% (N155)

Further comments made by students in Items 8, 20 and 28, suggested that the impact of cyberbullying was worse when there were electronic images involved with the harassment:

- *A random message might not hurt but some stuff like pictures can* (female, Year 7);
- *Hurtful postings and images really torture people.* (female, Year 8).

Furthermore, the characteristics of repetition and audience size/support was mentioned numerous times as a factor associated with increased impact:

- *I was sad and hurt even when it was over, because in cyber it is never really over.*
(female, Year 7);
- *A student cut their wrist because of it... they were pissed off and it was viral.* (male, Year 7);
- *Online every can see it and it makes you feel like an idiot.* (female, Year 8);

- *It's so publicly humiliating. (female, Year 8);*
- *If you cyberbullying somebody on Facebook you get likes...you immediately become cool and that would urge you on to do it more. (male, Year 8).*

Comments also suggested that students were aware that the presence of a screen had the potential to impact on diminution of responsibility and encourage perpetrators to say and do things they may not do in a face to face setting:

- *Online people forget manners and don't think before they say anything like would in person, most likely because they don't have to look the person in the eye when they say it. (male, Year 8);*
- *Some people think it can't be traced or printed out. (male, Year 8);*
- *They feel invincible with a screen. (male, Year 7);*
- *It's easy to be mean without looking at someone's face, they have no idea how much what they have said has hurt the person. (female, Year 7).*

Some mentioned the power and impact of anonymity specifically, and how this intensified the impact of harm:

- *One of my close friends...was getting anonymous cyberbullying...all spreading rumours about her, really mean things. She couldn't get it to stop as they were anonymous. (female, Year 8);*
- *I have witnessed one of my best friends being cyberbullied...it turned into something big...she started to self harm. I got worried and told my mum and a teacher to try to help. But that didn't help because we didn't know who the messages were from. (female, Year 7);*
- *I have been cyberbullied anonymously for 9 months. They told me to kill myself and harassed me every day. (female, Year 7);*

- *They make a page and pretend to be someone else to make fun of the person who they don't know who it is. I have seen heaps...and I am very concerned about it. It is very hurtful!* (female, Year 8).

In Item 25, students indicated levels of distress in response to being a victim, perpetrator or bystander of cyberbullying. Levels of distress were indicated for all three experiences. Of the 428 respondents to this question, 17% (N69) reported being “extremely upset” as a result of experiencing cyberbullying as a victim, with 17% (N70) indicating being “upset / anxious / worried” and 12% (N48) being “moderately upset/ feeling disturbed by the action but able to cope”.

A smaller but significant number of perpetrators reported being “extremely upset” (7%=N26), “upset” (13%=N49), “moderately upset” (13%=N51), “mildly upset” (11%=N43) or “very insignificant effect” (10%=N41). The largest group of perpetrator respondents (46%=N180) indicated that they felt “none”. Those “moderately upset” numbered 21% (N87) and those “mildly upset” numbered 20% (N85). Of the bystander group, 18% (N77) did not rate any response (“none”) and 7% (N28) responded that they felt “extremely upset”. Table 9 outlines these responses:

Table 9.

Student responses to the question: Please indicate your level of distress caused by being victim, perpetrator or bystander to cyberbullying.

	extremely upset (feeling very anxious, physically)	upset (feeling anxious and worried)	moderately upset (feeling disturbed by the action but able to cope)	mildly upset (feeling a bit annoyed but have not given it too much thought)	very insignificant (don't really care)	none
experiencing cyberbullying as a victim (it is happening to you)	17% (N69)	17% (N70)	12% (N48)	11% (N45)	13% (N54)	30% (N122)
experiencing cyberbullying as a perpetrator (you are bullying someone else)	7% (N26)	13% (N49)	13% (N51)	11% (N43)	10% (N41)	46% (N180)
experiencing cyberbullying as a bystander (you are witnessing someone else being cyberbullied)	7% (N28)	25% (N106)	21% (N87)	20% (N85)	9% (N37)	18% (N77)

In response to Item 18, 59 participants elected to write about their personal experiences of cyberbullying and included detail of being victimised:

- *Being ganged up on online by a group of people who dislike me, rude and sarcastic.*
(female, Year 8);

- *Had people start rumours online and had status's [sic] posted about me comments were posted to me via Facebook.* (female, Year 8);
- *Last night I was threatened to get my head stomped in.* (male, Year 8);
- *Been told to kill myself.* (female, Year 8).

or a bystander to cyberbullying:

- *I've never really been cyberbullied. But for me even just hearing about it does make me upset.* (female, Year 8);
- *I haven't experienced these myself, but I have seen others experience them and I have played some part.* (female, Year 7);
- *I've seen private number being posted on a sex-contacting page without consent, and having random men contacting her and I am upset when I witness this.* (female, Year 8).

Particular items were structured to determine the experience of and impact on the bystander. Items 36-57 in the student survey provided vignettes and associated questions for student consideration. The inclusion of two vignettes in the student survey, both of which were loosely based on actual events in which I had been involved, in my capacity as a senior pastoral leader within the case study school, allowed students to consider scenarios and gauge their likely response. It also provided a medium for respondents to share in narrative form, their personal account of cyberbullying, thus eliciting some rich qualitative data. Item 36 presented the following scenario:

Anne and Bess are in the same core group at school. They are not best friends but they usually get along okay. One day at school Bess supports Carly, a student who is upset – Bess sits with her and asks her what is wrong and invites Carly to have lunch with her group that day.

Anne gets annoyed because she thinks Bess is interfering in a situation that has nothing to do with her. When Anne gets home from school she inboxes Bess with really strong language, telling her to keep away from Carly and mind her own business. She writes in capital letters and calls Bess some offensive names. It becomes an online argument and Anne sends 14 messages in total, all of them more and more aggressive. The last message before Bess logs out tells Bess to watch her back at school the next day.

Sixty five percent (N129) of respondents indicated that they believed such an event could happen to someone at their school. In response to Item 38, which posed the question “Do you know people at this school who have had this type of experience?” 50% (N223) indicated “yes”.

Based on the two vignette scenarios and associated questions presented in Items 36-57, student respondents demonstrated that they were familiar with the experience of being a bystander to a) ‘flaming’ (an intense argument that normally takes place via inbox, instant messages, mobile phone or email) and b) ‘denigration’ (making derogatory statements and sending them electronically. The statements are often lies concocted to hurt the target with the aim of damaging the person’s reputation). Thirty seven percent (N163) of student respondents indicated in Item 40 that they had been witness to a flaming cyber incident.

The second scenario outlined in Item 48 was as follows:

Frank is new to the school. He has moved to Tasmania from another country and does not know anyone here. He joins the chess club to try and make friends. After a week of being here, a couple of the students in the class start making fun of his accent. Frank receives nasty text messages about the way he talks and his haircut. Another comment from someone he does not know says that ‘chess club is for nerds’. Some comments are made up and are posted on facebook – these statements are untrue and hurtful.

They say he eats worms and no one should be friends with him because he is gay. Then some boys create a “Frank is a faggot” website where they post jokes, cartoons, gossip and rumours, all dissing Frank.

In narrative responses to Frank’s scenario, it appeared that many students empathised with the story and could relate to it. It appeared to resonate with them and there was evidence that they felt compelled to help “Frank” or others like him; there was a sense in the comments that Frank’s story was ‘real’ to the student participants and that they could empathise with the victim. This was demonstrated in comments such as:

- *Tell anyone and everyone, mate.* (male, Year 7);
- *I’ll help you Frank.* (female, Year 7).

Given that over half the respondents believed that such scenarios could be happening at their school, the potential impact on students as bystanders is of significance

4.5 Student Perceptions of the Impact of the Bystander in Influencing and Responding to Cyberbullying

4.5.1 Introduction.

The inevitability of witnessing cyberbullying was represented in a comment made by a Year 8 male, *“Cyberbullying and bullying in general is a problem at this school, and we all see it. It’s a problem and needs action to be fixed as there is no way its going to go away on its own.”* Research Question 3 was posed as, “What is the impact of the bystander in influencing and responding to cyberbullying?” and data collected in relation to this question will be outlined here. Items designed to gather data about the impact of the bystander in influencing and responding to cyberbullying included Items 9, 26, 27, 29, 30, 31, 32 and both vignette scenarios. The following items, based on vignettes provided, also aimed to elicit feedback about the impact of the bystanders’ role: 40, 42, 45, 46, 53, 55 and 56. The data gathered in relation to this research question suggested the scope of the cyberbullying bystander role. Qualitative data from the student survey presented a mixed response about the power of the bystander to influence cyberbullying.

4.5.2 Bystander responses to vignette scenarios

Based on the two vignettes in the student survey, students indicated a range of ways that they would respond to such situations. In Item 42, for example, students most commonly favoured reacting to “Bess’ situation” by supporting the person being cyberbullied by speaking to them personally (61%=N265); encouraging the victim to tell someone (58%=N251); supporting the person being cyberbullied by intervening / making a comment online to show they disagreed with what was happening (34%=N148); and, reporting the bullying to a teacher or parent or counsellor (39%=N169). Only one percent (N6) indicated that they would find it funny and join in. The responses to Item 42 are displayed in Table 10:

Table 10.

Student responses to the question: How would you respond if you were one of the students in Bess' core class?

I would support the person who was cyberbullied by speaking to them personally	61% (N265)
I would support the person who was cyberbullied by intervening / making a comment online to show I disagreed with what was happening	34% (N148)
I would ignore the cyberbullying because I would not want to get involved	16% (N69)
I would encourage the victim to tell someone	58% (N251)
I would report the bullying to a teacher or parent or counsellor	39% (N169)
I would find it funny and join in	1% (N6)
I would be worried or concerned about it but I would not know what to do	21% (N90)
I would approach the person who was cyberbullying and tell them to stop	33% (N143)

Of the 30 additional responses to Item 42, many elaborated on their feelings and the resulting behaviour it would encourage:

- *Help her get through it and support her in this tough time.* (female, Year 7);
- *I would punch Anne.* (female, Year 8);

- *If she was my friend I would bash the shit out of the person that was saying that.* (male, Year 7).

In response to Item 55, which asked if there is anything bystanders can do to help the situation, students indicated strongly that they felt bystanders should do something to help. The vast majority (66%=N282) responded “when bystanders report cyberbullying it helps to stop it”. These responses are shown in Figure 8.

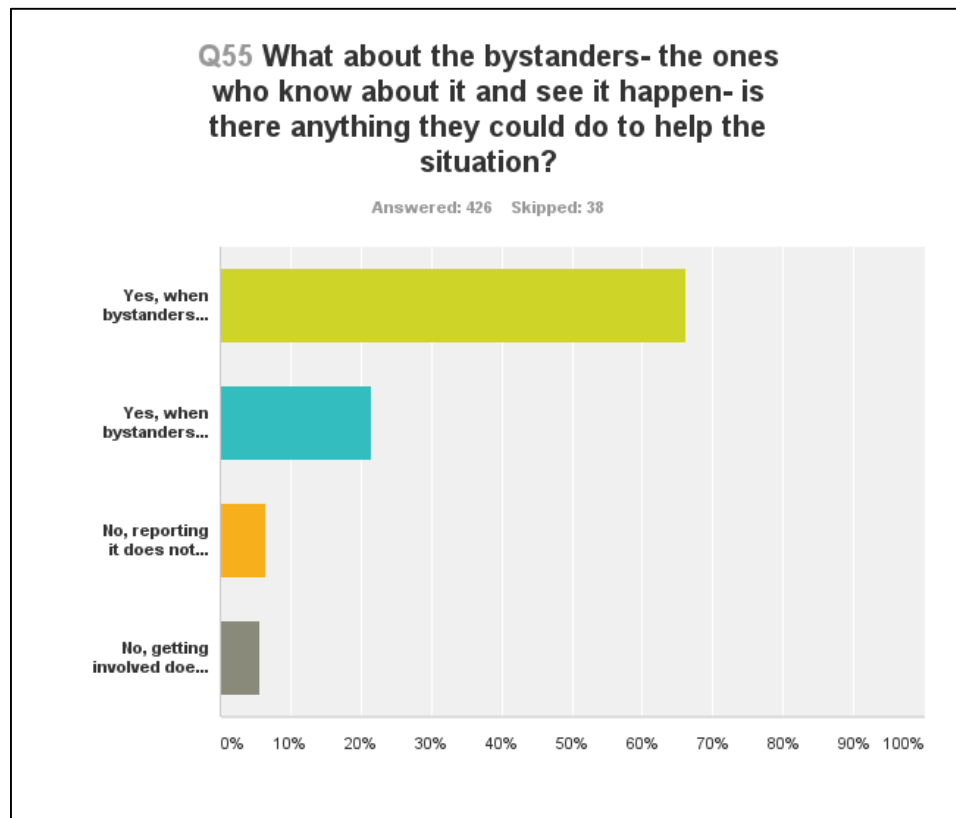


Figure 8. Student responses to the question: What about the bystanders - the ones who know about it and see it happen – is there anything they could do to help the situation?

In attempting to determine what role bystanders can have in responding to and managing cyberbullying, Item 43 asked respondents to suggest who the victim in “Bess’ story” should seek support from, the most strongly supported response was parent (78%=N346), followed by staff member (58%=N259) and friend (54%=N240), noting that multiple responses were invited. The responses gave very strong support for the argument that young adolescents have confidence that such cyberbullying issues should be reported. The responses are illustrated in Figure 9.

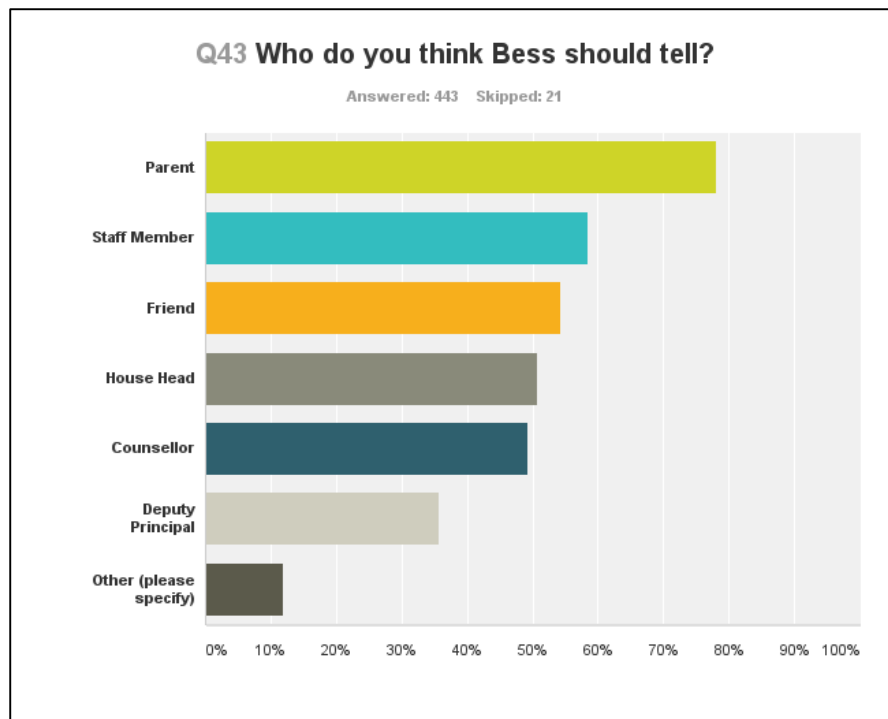


Figure 9. Student responses to the question: Who do you think Bess should tell?

Seventy eight percent ($N=332$) of respondents indicated that these actions would help stop the cyberbullying. When asked in Item 45 about the impact bystanders can have in such a situation, 45 students made narrative comments, with 12 commenting that action of some sort in support for the victim was the best strategy, for example:

- *Everyone that watched (should) go and tell someone they trust ... keep trying because no one deserves to be put through such terror.* (female, Year 8)

while others were less confident of the effect of reporting:

- *Standing up to a bully won't help, you will just become the next victim.* (male, Year 8);
- *If you stay out of it, it eventually fades out.* (female, Year 8);
- *If it's not my problem I stay out of it, because it can make it worse.* (male, Year 8);

Another noted the complexity of the bystander role, and how action could, in his opinion, make the matter worse:

- *Supposedly being a bystander is encouraging it. So in saying that the bystanders could tell someone I guess that is possible, but it won't stop. The bystander will just be creating hate for themselves and whatever might have happened will happen somewhere else or another time.* (male, Year 8).

In response to Item 46, which asked if witnesses to this situation should do something, 79% (N344) of Middle School students responded “yes”, again supporting the notion that early adolescent students strongly recognise the need to act in response to what they observe as bystanders.

Based on the vignette of “Frank’s story”, Item 52 elicited a range of responses to the question, “How would you respond if you were one of the students in Frank’s core class?” noting that multiple responses were invited. The strongest response (64%=N276) was, “I would support the person who was cyberbullied by speaking to them personally” with only three percent (N11) suggesting that “I would find it funny and join in.” Figure 10 represents these responses.

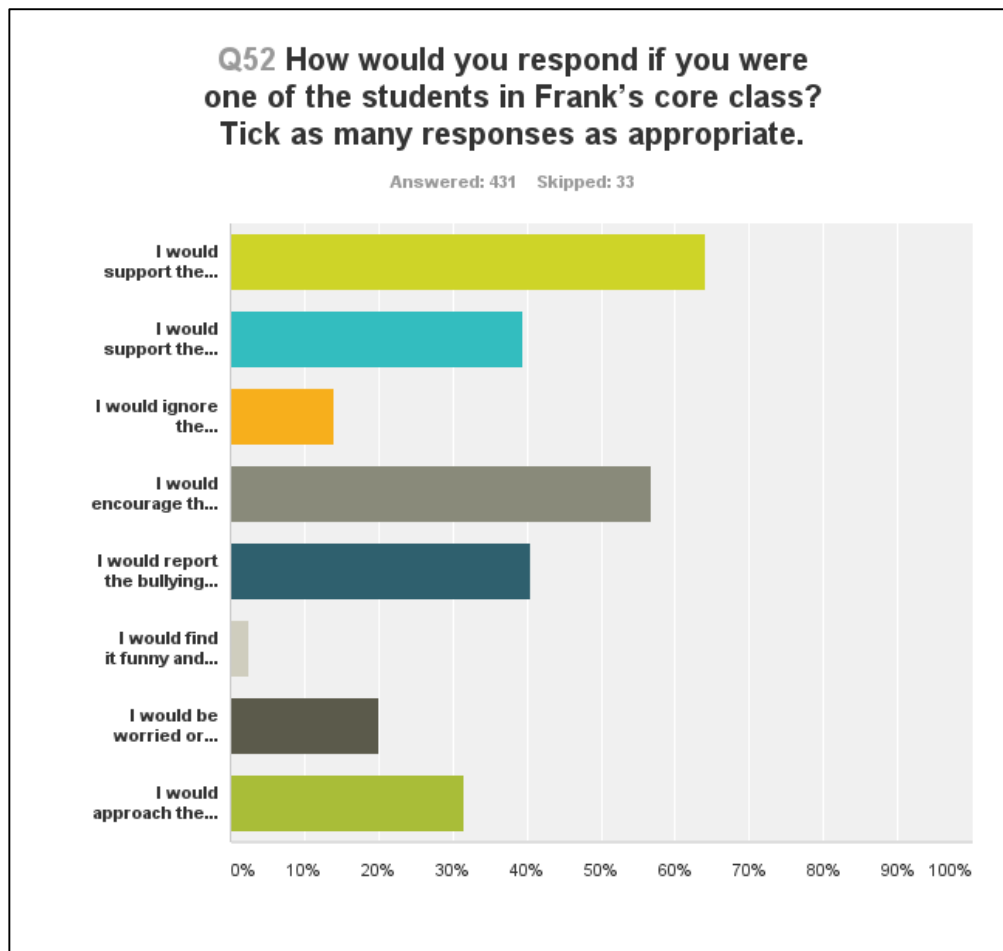


Figure 10. Student responses to the following question: How would you respond if you were one of the students in Frank's core class?

As in the previous vignette scenario, students strongly supported the action of the victim reporting the cyberbullying to a parent (84%=N371), a staff member (61%=N270) or a friend (51%=N275). Forty-eight students made narrative comments in relation to this vignette with a common theme being:

- *Tell someone you trust.* (female, year 8);
- *Tell anyone mate.* (male, Year 8).

while three suggested:

- *Chess captain*

and some were more cynical about the impact of reporting:

- *No one, adults just make everything worse.* (female, Year 8).

In relation to Item 54, 80% of respondents believed that reporting the issue would help stop the cyberbullying and in Item 58, again 80% indicated that those who witnessed the concern should do something.

4.5.3 Bystander responses in “real life”

While students responded confidently to the vignettes as vicarious bystanders, their responses to “real life” experiences were not as confident. They appeared, in this instance, to be more uncertain of when and how to intervene. Through responses to Item 29, students indicated a range of ways that they were currently attempting to support students who were being cyberbullied. It appeared that students relied on a number of support strategies for victims and frequently acted in response to what they witnessed, although significant numbers acknowledged that they did not know how to respond. Item 29 required students to identify responses they had taken if and when they had witnessed cyberbullying. Figure 11 illustrates the range of responses, showing that 57% (*N*194) had offered support to the victim, 47% (*N*159) had encouraged the victim to tell someone, and only 3% (*N*9) had found it funny and joined in.

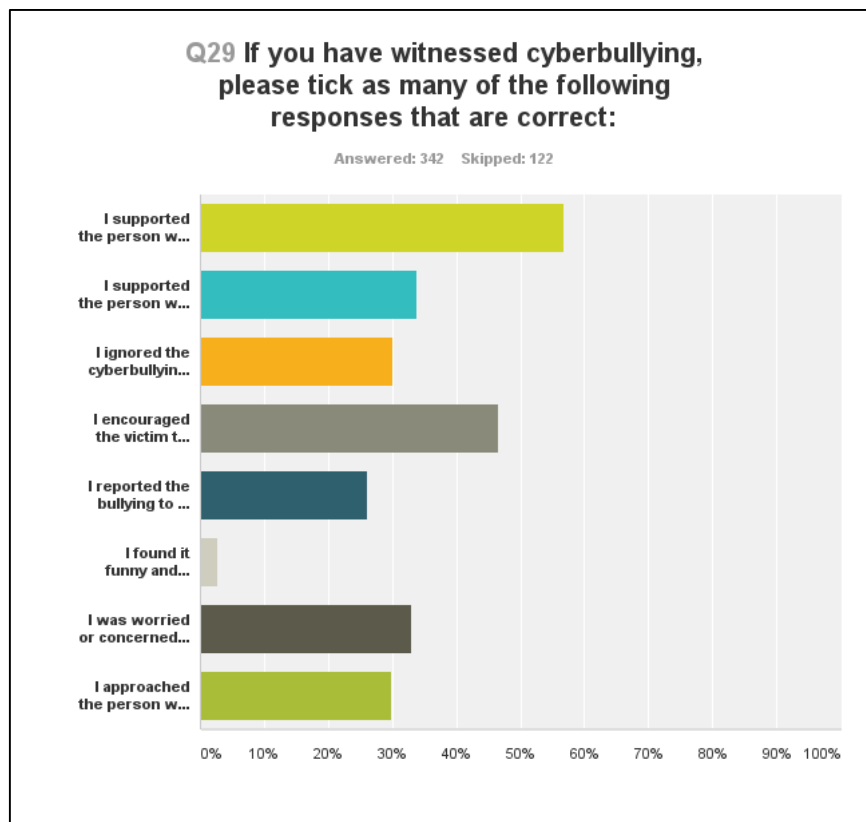


Figure 11. Student responses to the following statement: If you witnessed cyberbullying, please tick as many of the following responses that are correct.

According to responses from Item 30, 55% (N195) of students who responded in some way to witnessing cyberbullying did not know if their action was successful. In relation to Item 31, 57% (N194) of respondents had witnessed other bystanders intervening in an effort to stop cyberbullying and in Item 32, 40% (N106) of respondents indicated that this had the effect of stopping the bullying. A further 31% (N 83) indicated that it made the situation worse while 29% (N77) reported that it had no impact. In responses to Item 45, some students provided qualitative feedback suggesting that various interventions such as reporting to an adult or intervening were helpful, which the following comments illustrate:

- *I think both reporting and intervening help.* (female, Year 8);
- *Reporting helps stop the bullying- for a while.* (female, Year 7);
-

- *When it happens for a long time, usually the person being bullied has already tried to find help but usually no one cares. Stepping in and helping usually helps a lot because it is so rare that someone actually steps in these days.* (male, Year 7).

Understandably, individual responses were inherently personal, but there were some emerging themes in relation to why bystanders were reluctant to intervene or report cyberbullying, illustrated in Table 11:

Table 11.

Emerging themes in relation to bystander intervention.

Lack of confidence in reporting to staff	<i>The teachers say they'll do stuff about it but they don't.</i> <i>Friends of mine have gone to them and they say they'll help but three months later she is still getting bullied.</i> (female, Year 8); <i>Telling someone just makes it worse.</i> (female, Year 8). <i>Most people who stand as a witness are scrutinised and questioned as if they were the villains in the matter hence the reason for shyness around this topic.</i> (male, Year 8).
Fear of bystander harm	<i>Stay out of it. Standing up to a bully won't help, you will just become the next victim.</i> (female, Year 8).
Severity of cyberbullying	<i>I was observing it and it just got out of hand so I took it to a trusted adult.</i> (female, Year 7); <i>I have seen heaps... I have been on Facebook and have seen people call other people a 'Slut' or a 'Faggot'. I want to do something to help.</i> (female, Year 7).
Relationship with victim	<i>Don't get involved unless you know the victim, then give them some advice.</i> (female, Year 8).

	<p><i>I got really worried when it was my best friend and I had to do something. (female, Year 7).</i></p> <p><i>I'll always stick up for my friends. (female, Year 7).</i></p>
Acceptance of cultural norms	<p><i>It happens all the time but it doesn't last long. (male, Year 7).</i></p> <p><i>It isn't a main problem. (male, Year 7).</i></p> <p><i>There's a lot of cyberbullying but not a lot helping, that is how it is. (female, Year 8).</i></p>

Overall, the qualitative feedback suggested that the closer the bystander was to the victim, the more likely they would be to intervene. Similarly, there was a strong suggestion that the degree of cyberbullying severity would influence a bystander's decision to intervene, captured in the following comment, which was one of the many similar sentiments:

*This happened to a girl ...someone was on her facebook account posting statuses and would say things like "Go kill yourself *name* you little slut" and I wanted it to stop. (female, Year 7).*

Many student respondents referred to an obligation to support close friends and their instinct to protect them, while others related feelings of responsibility to their peers and to helping solve the global problem:

- *My Best Friend got bad abuse...it wasn't a joke. You should always think before you act, as you have no idea what harm you can do. Every accidental thing you post on the internet can be hurtful or give you a bad reputation. BE CAREFUL!!!! (female, Year 7);*
- *I believe that most would agree that its time for further action to be taken on this matter... cyberbullying is a problem and needs action to be fixed. (male, Year 8).*

Feedback from bystanders suggested that in most instances they preferred to “play it safe” and respond in a way that kept them from harm. Many referred to “keep (ing) out of it”

(male, Year 8) as a strategy they adopted. Overall, data from students as bystander suggested several typical responses as summarised in Table 12.

Table 12.

Emerging themes in relation to bystander intervention.

Ignoring	<p><i>I suppose I have seen (cyberbullying), but never done anything about it or reported it. (female, Year 8);</i></p> <p><i>I think telling someone just gets you in more trouble and you might get bullied, so I think its best to keep it to yourself. (female, Year 8).</i></p> <p><i>Ignore bullies, they usually stop. Telling teachers does shit all. (male, Year 7).</i></p>
Joining In	<p><i>They way people react to cyberbullying now days, is bad. They get angry and bite back, they also bring others into it. That's when it can get quite of hand. Now days, when I scroll through my face book, I see a lot of mouthing go on. It doesn't happen everyday, but it happens more frequently. (female, Year 7.)</i></p> <p><i>I have commented on a photo and joined in. (female, Year 7).</i></p> <p><i>I've sent an inappropriate picture on snapchat. (male, Year 7).</i></p>
Intervening	<p><i>I just block the person if they are cyberbullying. (male, Year 8).</i></p>
Responding to the bully	<p><i>I tell the bully to go away. (female, Year 8).</i></p>

Responding to the victim	<p><i>I actually didn't pass on anything bad, but I have seen things, like fights and have screen shotted the status, or what ever it may be and sent it on to my friends, to let them know what is going on. (female, Year 7).</i></p> <p><i>With good intention, told them what was being said about them. (female, Year 7).</i></p>
Reporting	<p><i>My friend was having suicidal problems, then came to me, that's how I got involved. I told a trusted adult as soon as it was starting to worry me and make me anxious, I also told the trusted adult as it was starting to affect that person even more. That's when I knew I had to do something. (female, Year 7).</i></p> <p><i>That's when I took it to a trusted an adult though, because I am not one to bite back. (female, Year 7).</i></p>

The data suggested that cyberbullying was a topical issue for Middle Years students within the case study school, and one that students sought support to manage. Large numbers of students indicated that they had spoken to a range of others about a cyberbullying incident throughout the year with a ‘friend’ and ‘parent’ being the most popular options. There were 298 responses to Item 33, which asked about this issue. The responses indicated that 58% (N172) of respondents would tell a friend, 46% (N137) would tell a parent and 22% (N66) would tell a staff member. Figure 12 illustrates this response pattern.

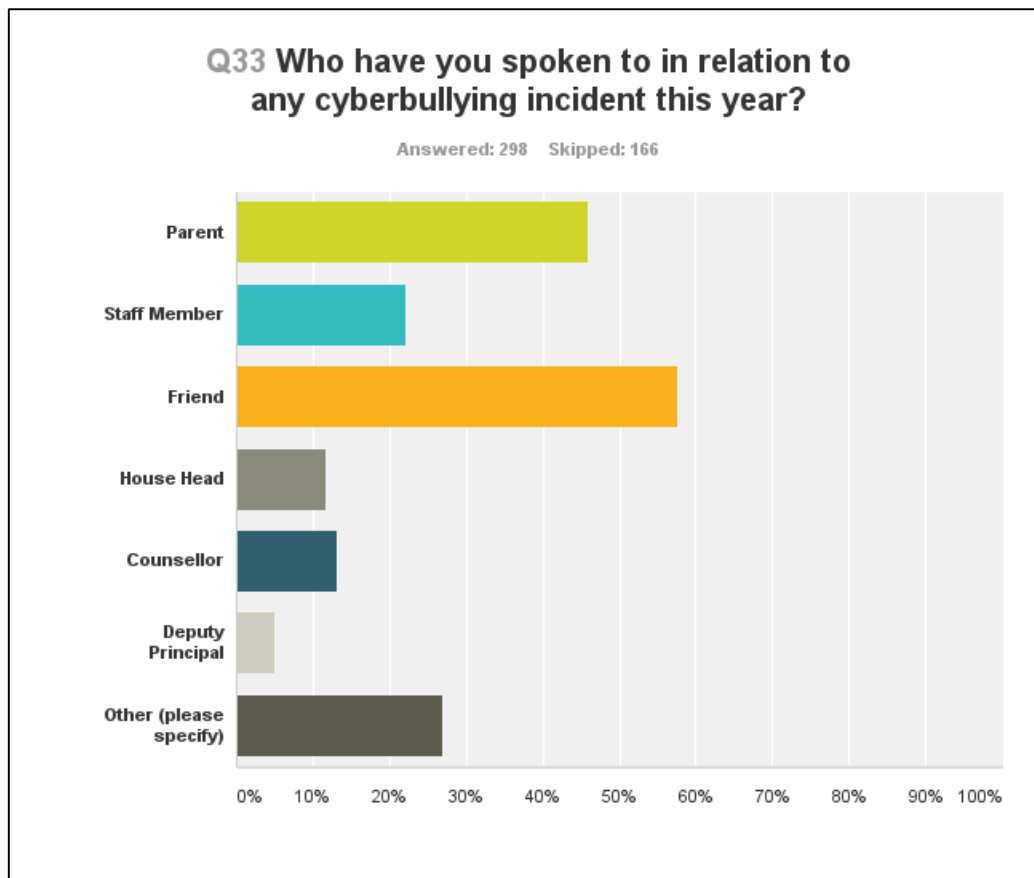


Figure 12. Student responses to the question: Who have you spoken to in relation to any cyberbullying incident this year?

Eighty students (27% of the respondents) made specific reference to the people they had sought out in discussion of cyber issues; some of the responses are noted following.

- *I have a cousin who is in year 10 and is studying psychology [sic] and she is like my own counsellor so she helps me to decide sometimes what to do :).* (female, Year 8);
- *Clinical Psychologist [sic], out of school.* (female, Year 8);
- *I spoke to my parents when someone else was being bullied and I asked them what I should do to help the person who was being bullied.* (female, Year 7);
- *One of my friends was getting nasty text messages of [sic] someone trying to impersonate this other girls that was completely innocent and causing trouble so I acknowledged the girl that was being framed, told her everything that was going on and we went and told the school counsellor.* (female, Year 8);

- *I had to see doctors and councellors [sic] out of school because it was making me sick.* (female, Year 7);
- *I have no one to talk to sometimes.* (female, Year 8).

Based on Item 30, students who did talk to someone about it indicated various rates of success. When asked if their action (reporting) was successful, 43% (N123) of respondents said “yes”; 155 (N43) said “no” and 42% (N121) indicated that they “did not know” as illustrated in Figure 13.

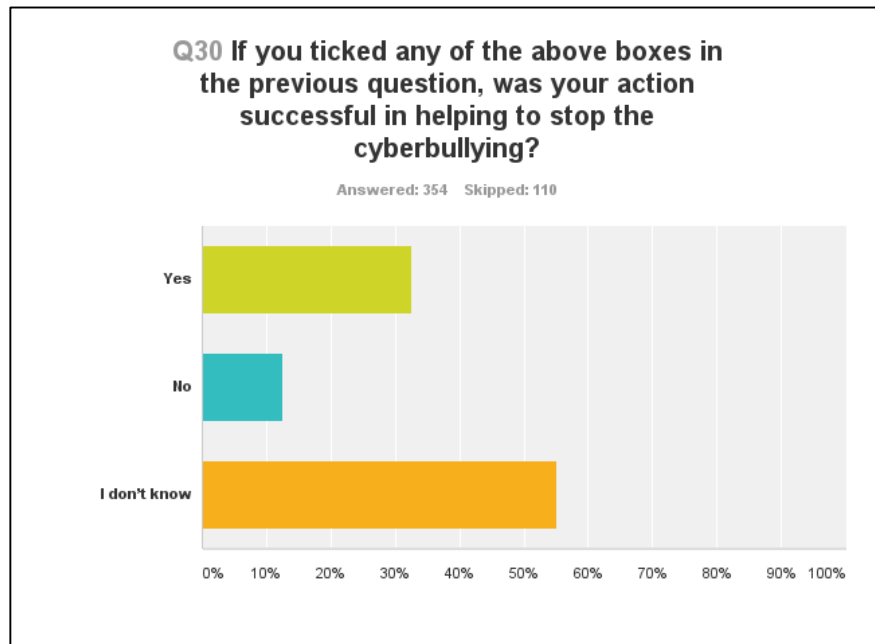


Figure 13. Student responses to the following question: If you ticked an answer at the previous question, was this action successful?

4.6 Student Perceptions of Potential Solutions to Managing Cyberbullying

The final research question posed was “what are the potential solutions to managing cyberbullying?” Items 9, 26, 27, 30, 35, 42, 53 and 54 were designed to gather data about student perceptions of potential solutions to manage cyberbullying. In exploring this question, it is noted that earlier discussion in Chapter 4.2.3 made reference to students’ understanding of potential motives for this behaviour. Students referred to possible factors such as fitting in socially, immaturity, jealousy, and “being cool”; they also made reference to it being “fun” or

culturally acceptable (“just how it is”). Others mentioned the availability of technology as a tool to torment others and the lack of empathy and possibility of anonymity generated by screens. This was highlighted in a student’s reference to technology providing a “bully’s playground”. Such an understanding of student perceptions of motives for cyberbullying may be important in examining their suggested means for managing or responding to the issue. Additional narrative comments made in Item 8 included a reference to lack of empathy and the inability of perpetrators to assess impact on victims. For example:

- *Someone is tormented online and the people who are doing it believe it is funny and don’t care or expect to have the victim commit suicide.* (male, Year 8).

Such feedback provides a framework for appreciating student perceptions of the potential solutions for managing cyberbullying.

Student comments indicated an awareness of the complexity of the issue, particularly in relation to the area of anonymity of perpetrators:

- *They hide behind a keyboared [sic].* (male, Year 8);
- *The bully doesn’t have to physically face the person because it happens behind a screen and therefore the bully feels more confident and doesn’t care.* (female, Year 8),

and the effect of repetition through continued access or the permanence of this medium:

- *It is something that can never be un-done or re-written.* (female, Year 8).

In various responses (Items 9, 26, 29, 33 and 35) students expressed strong support of telling teachers about cyberbullying issues, but in contrast many responses (Items 9, 27 and 32) also suggested a strong sense of frustration in relation to this. For example, in Item 9 when presented with the statement, “when I report a cyberbullying issue to a teacher they help to sort it out”, 56% (N252) “agreed” with this statement and 21% (N92) “strongly agreed”; however as

discussed in Chapter 4.5.3, students also identified many reasons why they would not report cyberbullying to an adult.

In response to Item 35, “What do you believe is the best way to stop or prevent cyberbullying from happening?” students had a range of ideas, with the most popular response being, “encourage bystanders to speak up and respond” (58%=N249) closely followed by “teach students about the effects of cyberbullying” (57%=N248). Some students qualified when they would intervene:

- *It becomes different if threats are made then we all need to confront the person.*
(male, Year 8);
- *If it is my friend, I will step in.* (female, Year 8).

Forty six students made alternative suggestions, including advocating for educational interventions such as:

- *Put up posters around the school.* (male, Year 7);
- *I think we should have a class about cyberbullying teaching us about the effects it has on people.* (female, Year 8).

Another suggestion was the use of real life stories:

- *Introduce true and RECENT stories in which someone has been cyberbullied to the point where they have severely self-harmed or committed suicide, in order to teach people the REAL effects cyberbullying can have on people.* (female, Year 8);
- *Get someone who has experienced it to tell their story.* (female, Year 7).

and parent education:

- *Help parents teach young kids about being respectful online, because most of our parents didn't really have access to this type of thing and most kids probably weren't taught how to behave online like they were in front of people.* (male, Year 8).

Others suggested that controls were necessary, for example:

- *Children should not have connection to other online users and they should not be allowed Facebook twitter etc: under the age of 16; have a parent check up on what their kids are putting online. (female, Year 7)*

or consequences and punishments were necessary:

- *If it happens outside of school, the school should still punish them it's just like if someone got in a fight outside of school and was wearing the school uniform, online people has information saying they go to (XYZ) college so they still were their uniform in a virtual way so the school should still do something about it; Have the bully sent to the police for harassment. (female, Year 8).*

One respondent referred to the rules used to effect in the gaming world:

- *In online gaming, (they) kick or ban the bully from the server. (male, Year 7)*

while several were less hopeful of any intervention making a difference:

- *None of that will help teaching about it kind of gives the cyberbullies more ideas. (female, Year 8);*
- *IS there a way?? (male, Year 8).*

Ninety two further narrative comments were left by students when invited to do so, many expressing a feeling of wanting help to address the issue or urging others to be active and responsible bystanders:

- *Stepping in and helping with bullying usually helps a lot because it is so rare that someone actually steps in these days. (male, Year 7);*
- *A friend of mine was bullied ... I stood up for the person ... I took a screen capture of the bullying and showed the teachers at school. The boy had a meeting with the teachers and principal and he stopped the bullying. The boy did bully me for standing up but I didn't listen ... bullying is not cool. (female, Year 8).*

There was also a strong response rate of students expressing frustration:

- *My best friend self harmed for over 6 months because of what this girl was sending her, messages on a blocked number, she sent her threats, called her a slut and said she was a selfish slut of a girl, said she was a bitch. She then found out who it was and even had proof and when she told the teacher who was dealing with this issue she was the one who got in trouble because she confronted the person about it. I think that is wrong, she got the courage to stand up for herself and she got in trouble. It's pathetic.* (female, Year 8);
- *I just wish there was a way for all bullying to stop.* (female, Year 8);

and personal pain:

- *I have been cyber bullied and bullied in real life for a long time now ... it can lead to thoughts of suicide and ruin your life. It ruined my life.* (male, Year 8);
- *One of my close friends was experiencing cyberbullying on a site called Ask.Fm where people can ask anonymous questions ... spreading rumours and calling her really mean things. She couldn't get it to stop and we don't know who they were.* (female, Year 7);
- *I know of someone who sent a death threat to someone ... it goes too far.* (female, Year 8);
- *Two girls at my school...got into a very nasty argument which included death threats...telling her to go and die and that she was a stupid slut ... both girls were suffering depression and they both cut ... my friend would show me her cuts and I would hold her and cry.* (female, Year 7);
- *BULLYING MUST COME TO AN END! I've been bullied, I know how it feels. I see it just about every day on social websites and in the classroom and at lunch time. It is absolutely ridiculous the amount of times it happens daily. My family friend was self harming since she was 9, and at the age of 15 her parent found her dead body in*

- her bedroom, she had hung herself off her own bunkbeds. I miss her with all my heart. She didn't think she was good enough, but she was perfect.* (female, Year 7);
- *I have been cyberbullied this year at (this school) ... they told me to kill myself and harassed me every day. I tried to take my life on many occasions.* (female, Year 7).

4.7 Student Responses: Conclusion

The student survey responses provided some rich data relating to the research questions. Some key themes emerged in relation to the student perceptions of the prevalence and incidence of cyberbullying. Additionally, themes relating to student understanding of the impact of cyberbullying, the bystander response and how students believe it should be managed in school emerged. In Chapter 5 the perceptions of staff are discussed, following representations of the staff survey responses.

In Chapter 6, a discussion of key themes, under the research question headings, will be presented, along with a comparison of student and staff data. A summary, recommendations and conclusion will follow in Chapter 7.

CHAPTER 5: RESULTS – STAFF RESPONSES

5.1 Introduction

Forty-four members of staff responded to the online Cyberblitz Survey invitation, of whom 72% (*N*31) identified as female and 28% (*N*12) identified as male. The largest proportion of staff respondents (43% =*N*19) were classroom teachers, with 23% (*N*10) identifying as being a “teacher in a pastoral and / or leadership position” and 34% (*N*15) as “non-teacher but involved in other role within the school e.g. counsellor, administration, grounds staff, for example.” This chapter presents the major findings from the responses of staff at the case study school. The results from the staff survey have been discussed in the same manner as the student survey data, relating responses to the research questions, after a discussion of staff awareness and understanding of cyberbullying. Additionally, throughout this section, the staff results have been compared to the student results, where applicable.

5.2 Staff Awareness and Understanding of Cyberbullying

5.2.1 Introduction

Before identifying the prevalence and incidence of cyberbullying as perceived by staff, an insight into staff members’ understanding and opinions was sought. This was deemed to be necessary, in the same way this was viewed as important when examining the student feedback. As a researcher, I wanted to ensure that staff participants had a clear and consistent understanding of the definition and forms of cyberbullying, as presented in the Cyberblitz Survey. As noted earlier, Willard’s (2007) descriptors were used in the survey as they offered an outline of a range of specific manifestations of cyberbullying.

5.2.2 Staff understanding and opinions of cyberbullying definition and characteristics.

As with the student survey, respondents in the staff survey were asked questions to determine their understanding of cyberbullying. It was important to clarify this understanding before exploring the responses linked to the research questions. As with the student group, the staff indicated a relatively clear concept of cyberbullying behaviour, with strong numbers identifying the listed cyberbullying strategies and descriptors (flaming, harassment, denigration, impersonation, outing, trickery, exclusion, cyberstalking) as “cyberbullying behaviours”. For example, all respondents listed “exclusion (deliberately excluding someone from an online group with the intent to offend)” as cyberbullying behaviour while 98% (N42) of staff indicated that “impersonation (pretending to be someone else and attempting to get that person in trouble or damage their relationships) as cyberbullying behaviour. Ninety eight percent agreed that denigration (‘dissing’ someone online which may include sending or posting rumours or gossip about a person with the intent of damaging their character)” was cyberbullying and 95% (N41) identified “cyberstalking (repeated harassment and denigration that includes threats or incites fear)” as a form of cyberbullying. Three staff added additional descriptors, which included:

- *Trolling (deliberately trying to get a reaction, usually repeatedly and to the extreme)* (male, non-teacher);
- *Any behaviours which can offend* (female, teacher in a leadership / pastoral position);
- *Prolonged angry tone (moving beyond making a firm, even angry point of view to sustaining the tone over two or more messages)* (male, classroom teacher).

Item 4 included a range of statements with which the staff could strongly disagree, disagree, agree or strongly agree. These statements sought to evaluate participant views about cyberbullying. The responses to some of the statements from Item 4 are illustrated in Table 13:

Table 13.*Staff responses to statements about cyberbullying*

Statements	Strongly disagree	Disagree	Agree	Disagree
Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.	41% (N18)	50% (N22)	5% (N2)	5% (N2)
People have the right to say anything they want online, even if what they say hurts someone or violates their privacy.	84% (N37)	35 (N2)	7% (N3)	5% (N2)
I would like to create a more kind and respectful online world.	0% (N0)	2% (N1)	43% (N19)	55% (N24)
I feel confident that most young people have a good awareness of appropriate online codes of behaviour.	11% (N5)	66% (N29)	20% (N9)	2% (N1)

There was a strong suggestion through these responses, and the fact that a strong number “agree(d)” (43%=N19) or “strongly agree(d)” (55%=N24) that they “would like to create a more kind and respectful online world.” While 53% of students had “agree(d)” that “I think students have a good awareness of appropriate online codes of behaviour”, the majority of staff (66%=N29) “disagree(d)” with this statement. Table 14 illustrates the different views of staff and students in relation to the statement that “Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.”

Table 14.

Comparison of staff/student views of the following statement: “Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it”

	Strongly disagree	Disagree	Agree	Strongly agree
Staff	41% (N18)	50% (N22)	5% (N2)	5% (N2)
Student	29% (N132)	46% (N208)	23% (N104)	3% (N13)

As Table 14 illustrates, only a small number (4%=N2) of staff “agreed” with the statement whereas 23% (N104) of students “agreed” that this was accurate.

Overall, the data from the staff survey responses indicated that staff had a clear understanding of the nature and presence of cyberbullying in young people’s lives and their responses indicated that it was a matter of concern for them. The categories and manifestations of cyberbullying as presented in the survey (Willard, 2007) were commonly understood as cyberbullying behaviour.

5.3 Staff Perceptions: Prevalence and Incidence of Cyberbullying During the Transition Years (Years 7 and 8) to Secondary School

5.3.1 Introduction

Staff responses to survey items were structured to elicit answers to the question, “What is the prevalence of cyberbullying during the transition years (Year 7 and 8) to secondary school in one large co-educational school?” Items 5, 6, 7, 8, 9 and 10 of the staff survey related to this research question and sought to provide quantitative data. Additionally, Items 23, 24, 27, 30, 31 and 34 were based on the vignette scenarios provided and also related to this research question. It is important to note that staff members could only provide data about their perceptions of the prevalence and incidence of cyberbullying within the case study school, unlike students who could report personal victimisation or perpetration. Staff responses were based on what had been reported to them or what they believed was likely to have occurred within the school setting.

5.3.2 Staff perception of prevalence of cyberbullying at the case study school

In response to Item 5 which asked staff, “Do you believe cyberbullying is a significant concern at (this school)?”, the issue was perceived to be thus by 66% (*N*29) of the staff respondents (compared with 60% of student respondents who also gave this response), with 14% (*N*6) believing it was not and 20% (*N*9) indicating that they did not know (compared with 28% of the student respondents). In Item 6, staff members were asked to estimate the proportion of students in the Middle School they believed would have been cyberbullied, participated in cyberbullying and witnessed cyberbullying. Forty five percent (*N*19) of staff respondents believed that “about 25%” would have “been cyberbullied”; 48% (*N*20) believed that “about 25%” would have “participated in cyberbullying” and 48% (*N*20) believed that “more than 50%” would have “witnessed cyberbullying”.

5.3.3 Staff perception of incidence of cyberbullying at the case study school

When asked to name the types of cyberbullying that staff were aware of Middle School students having experienced in Item 7 from the list provided and defined, the most commonly identified forms of cyberbullying from the list provided were: “rude things, lies or gossip posted online or sent in a text message with the intention of damaging their character” (95%=N40); offensive email or text message with content that teases or frightens” (93%=N39) and “online argument where electronic messages use offensive language and an angry tone” (76%= N32). The form of cyberbullying that was least identified by staff as being experienced by Middle School students was listed as “web page or facebook site created about them without their consent” which 31% (N13) of staff respondents identified as being aware of, whereas 11% (N25) of students indicated in Item 18 of the student survey that they had personally experienced this form of cyberbullying.

5.4 Staff Perceptions of the Nature, Frequency and Impact of Cyberbullying

5.4.1 Introduction

Items that were designed to elicit staff responses to perception of the nature, frequency and impact of cyberbullying during the Middle Years, or Research Question 2, were Items 4, 6, 7, 9, 10, 12, 13, 14 and 20. The vignette scenarios, which presented three examples of cyberbullying, based loosely on recent events at the case study school, also called for responses about the nature, frequency and impact of such situations; these were Items 25, 26, 32, 34, 39 and 40 of the staff survey. One of these was the same vignette provided to students (Bess’ story) but the others were different. I made this decision as it was felt that the complexity of the scenarios might cause distress to some students.

5.4.2 Staff perceptions of the nature of cyberbullying

Particular questions were framed in the survey to develop an understanding of how cyberbullying was manifested, according to the perception of staff. I sought to explore if staff interpreted the manifestation of cyberbullying, or its nature, in the same way that students did. Students reported on their own experience as a victim, perpetrator or bystander to cyberbullying, whereas staff responded based on their perception of cyberbullying. This perception was likely to be shaped by what was reported to them, or what they observed in student interaction. Therefore, their experience of the nature of cyberbullying was based on their 'bystander' role within the school setting, different as it was to the student experience of bystander role who were more likely to witness cyberbullying first hand. The experience of staff as bystanders was also a key aspect of this research project and items were included to gather data in relation to this topic. Although staff are unlikely to witness student cyberbullying as it occurs, their bystander, or witness, presence comes into effect when it is reported to them, when they are shown examples of cyberbullying, or in some cases, when they observe students engaging as perpetrators or victims within the school setting. Although their role as bystander differs to that of a young person who is more likely to see the victimisation first hand, the term bystander remains relevant for members of staff in a school setting. Items 11-16 examined the role of staff as bystanders: what they witnessed or were aware of; how they responded to cyberbullying; and, the personal impact on staff as bystanders.

When asked in Item 11 if they had ever witnessed any student cyberbullying, every type of cyberbullying listed had been witnessed by at least some of the staff respondents, with "Received an offensive email or text message from someone with content that teases or frightens" the most commonly witnessed form of cyberbullying (65%=N17). Over half, 58% (N15) of staff had been witness to students "having rude things, lies or gossip about them posted online or sent in a text

message.” Eighteen staff respondents declined from responding to Question 11. The responses of staff to Item 11 are represented in Figure 14.

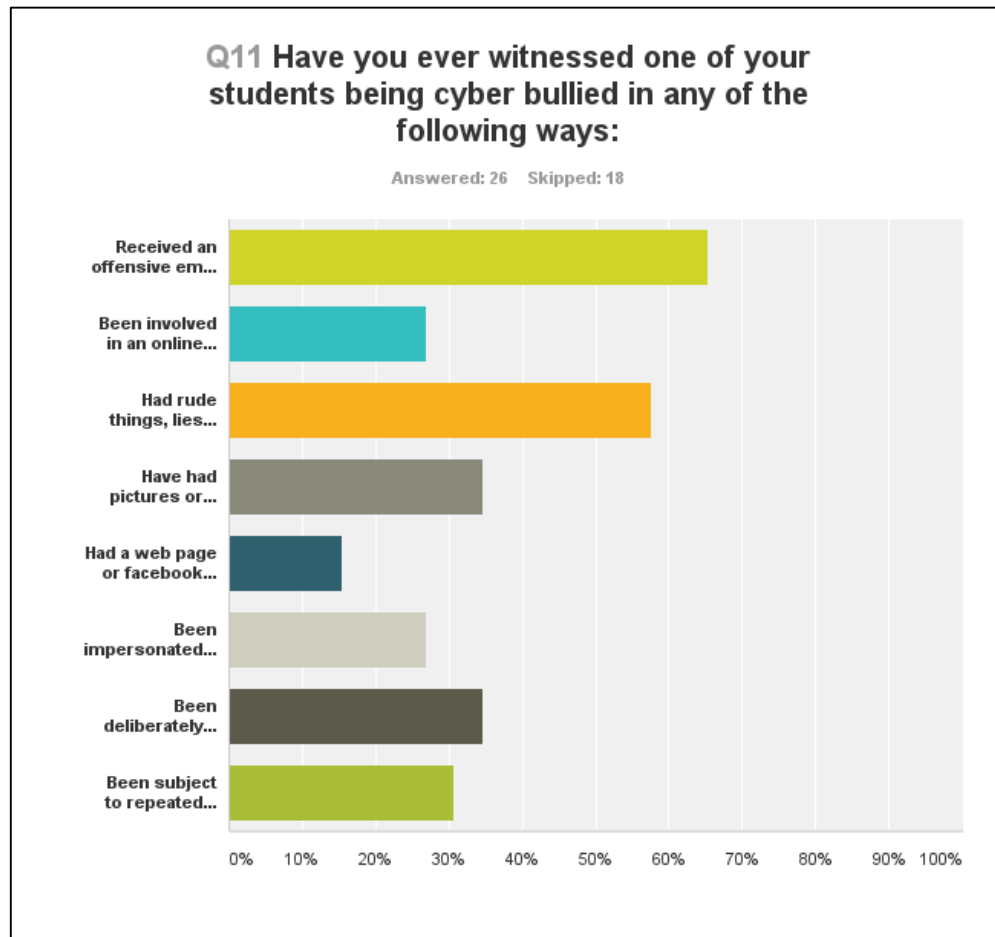


Figure 14. Staff responses to the following questions: Have you ever witnessed one of your students being cyberbullied in any of the following ways?

5.4.3 Staff perceptions of the frequency of cyberbullying

In a narrative comment provided in Item 8, the following comment was made by a staff member:

- *It (cyberbullying) is 24/7 as students have access 24/7. (female, non-teacher).*

This comment suggested the awareness of technology and one of its potential resulting consequences, cyberbullying, as a frequently experienced phenomenon.

To gather data about staff perception of frequency, Items 23-39 involved responses to three vignettes, one identical to the story of “Bess” in the student survey and two others more explicit, which I deemed to be potentially too distressing for Middle School students. Again, the vignettes were loosely based on real cyber incidents that I, in my capacity in a pastoral role within the case study school, had managed and been aware of. Details were changed so as to non-identifying and all names were changed, to ensure they were not names of current Middle Years students at the case study school. Of the staff respondents to the descriptive scenario involving Bess, 93% (N41) believed it was the type of situation, which could occur at the case study school, while 7% (N3) did not know.

Sixty percent (N25) believed such incidents would be occurring “often” while 19% (N8) suggested that the incidence would be “regular”. In Item 30, “Ivan’s story” was presented as follows:

Ivan is an overweight Year 8 boy. One day he is getting changed in the PE change room when Jonty takes a photo of him on his mobile phone. Within minutes, the picture is forwarded to mobile phones all over the school.

Seventy nine percent (N34) of staff respondents believed that such a situation was likely at the case study school, however 66% (N27) felt it was unlikely to occur very often.

“Kate’s story” was outlined in Item 37 as follows:

Kate is a girl in Year 8. The year starts well for her and she feels really happy at school. She has some good friends in her core class and she likes her teachers. As the year progresses she becomes more interested in the opposite sex and she starts to go out with a boy in her year level, Tom. Tom and Kate spend a bit of time together out of school and regularly text one another and talk on facebook most nights. After about a month, Tom begins texting Kate and asking her to send explicit

naked photos of herself. He says their relationship 'is moving to the next level' and she should do this if she 'loves him.' Kate ignores this for a while but then decides to trust Tom because he promises to keep the photos a secret between them. Tom is very happy to receive the images and sends some back of himself.

A month later, the relationship breaks up. Kate is hurt and tells Tom she never liked him anyway. Tom decides to get revenge by forwarding the naked images of Kate to a few of his friends. Within hours, Kate notices some sly glances and giggles from other students. She is sure she hears someone whisper 'slut' as she walks past in the corridor. She is unsure what has happened but she feels uncomfortable. Within a couple of days, her facebook inbox is full of messages, some from people she does not know. Comments such as 'whore' have been sent to her. A friend of Tom's posts a message on her timeline which says, "Great tits, Kate, why don't you show everyone?"

Suddenly Kate feels totally exposed. She does not know what to do. Before she can decide what to do, she is called into the Deputy Principal's office where she is asked about her knowledge of a new facebook group titled "Kate is a slut", a group which 120 people have 'liked' and added comments to. One of the comments suggests Kate should kill herself. Suddenly Kate's life feels out of control.

In response to this scenario, 77% (N33) of staff respondents answered "yes" to the question, "Does Kate's story sound like something that could happen to someone at your school?", while in response to Item 38, "How often do you think this sort of thing might be happening to students in the Middle School?" 82% (N32) responded "not very often."

5.4.4. Staff perceptions of the impact of cyberbullying

A number of survey items were designed to evaluate staff perception of the impact of cyberbullying within their school community, that is, the effect they believed it had on the students and also on themselves as members of staff. These included 4, 10, 12, 13 and 14. The vignette scenarios also sought to determine the impact of cyberbullying. Specifically, Items 25, 32 and 39 referred to the impact on the bystander. The data gathered indicated that staff experienced a range of emotional responses to cyberbullying as a ‘bystander’ ranging from being moderately upset to deeply impacted, physically unwell, scared and isolated.

Item 5 posed the question, “Do you believe cyberbullying is a significant concern at (case study school)?” and the results showed that 66% of staff respondents viewed it as a significant concern. This compared to 59% of students who had given the same response. One of the statements in Item 4 was “I know of someone who has been really hurt by cyberbullying.” Sixty one percent (*N*27) staff indicated that they “agree(d)” with this statement, supporting the reality that cyberbullying was not only prevalent within the community, but having a significant harmful impact. Item 10 of the staff survey asked respondents to identify the level of distress they believed was experienced by most cyberbullying victims at the case study school. Staff acknowledged the potential impact on cyberbullying victims with the largest response group (44%=*N*14) suggesting that victims would be “upset / anxious / worried”. Thirty seven percent of staff respondents (*N*16) believed victims would be “extremely upset / very anxious / physically unwell, scared, feeling isolated and alone”.

Data from the staff survey also provided information about the impact of cyberbullying within the school setting on staff themselves, as witnesses or bystanders to this phenomenon. Item 13 asked staff participants to “Please identify how the experience of being a bystander or witness to cyberbullying impacts on you as a staff member.” The responses provided some insight into this area of investigation. The largest response group (48%=*N*20) indicated that they

experienced being “moderately upset (feeling disturbed by the action by able to cope)” while 17% (N7) of staff respondents reported feeling “extremely upset (feeling very anxious and deeply concerned, physically unwell, scared that I might be the next victim, feeling isolated and alone”. Twenty four percent (N10) reported feeling “upset” and five percent (N2) “mildly upset”. Table 15 presents a comparison of staff and student responses to this question, based on Item 13 of the staff survey and Item 29 of the student survey, which used a Likert Scale to evaluate strength of individual responses.

Table 15.

Comparison of response to being a bystander to cyberbullying: staff /student

Answer choices	Staff	Students
5 Extremely upset (feeling very anxious and deeply concerned, physical unwell, scared that I might be the next victim, isolated and alone)	17% (N7)	7% (N28)
4 Upset (feeling anxious and worried and sorry I witnessed this)	24% (N10)	25% (N106)
3 Moderately upset (feeling disturbed by the action but able to cope)	48% (N20)	21% (N87)
2 Mildly upset (feeling a bit annoyed but have not given it too much thought)	5% (N2)	20% (N85)
1 Very Insignificant (don't really care)	0	9% (N37)
0 No impact	5% (N2)	18% (N77)

The vignette scenarios presented to staff in Item 30 (Ivan’s story) involving denigration and harassment and Item 37 (Kate’s story) involving sexting and denigration produced a strong staff response with 16% (*N*7) indicating that they felt “extremely upset” by Ivan’s story and a further 28% (*N*12) “upset (anxious and worried)”. Higher numbers reported strong emotional responses to Kate’s story: 26% (*N*11) reported being “extremely upset”; 23% (*N*10) were “upset”; and, 42% (*N*18) were “moderately upset”. The staff responses to Kate’s story are depicted in Figure 18.

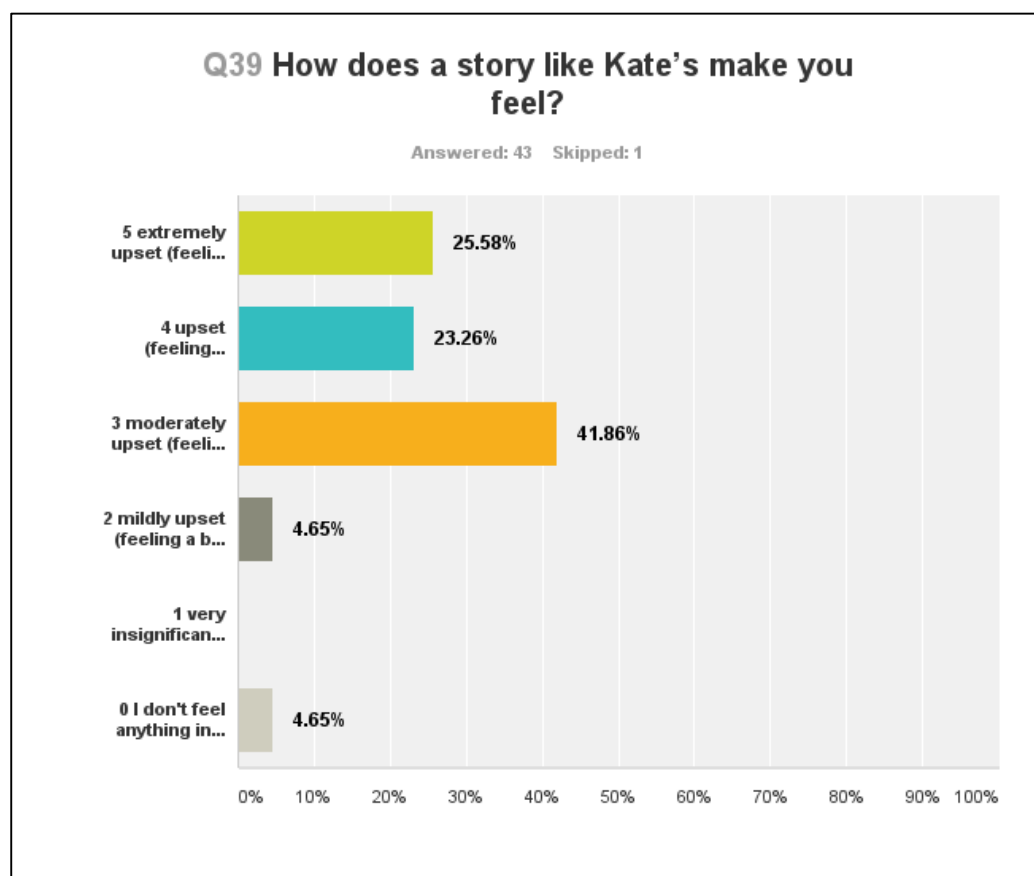


Figure 15. Staff responses to the following question: How does a story like Kate’s make you feel?

Interestingly, when presented with this “real life story” or vignette scenario of Bess’ cyberbullying story in Item 41 (student survey) and Item 25 (staff survey) a higher number of both staff and students reported feeling “moderately upset” than in an earlier similar question

which had not been contextualised with an example. Table 16 illustrates the different staff and student responses to the vignette scenario of Anne and Bess.

Table 16.

Comparison of response to being a bystander to “Bess’ story” of cyberbullying: staff / student

Answer choices	Staff	Students
5 Extremely upset (feeling very anxious and deeply concerned, physical unwell, scared that I might be the next victim, isolated and alone)	9% (N4)	8% (N33)
4 Upset (feeling anxious and worried and sorry I witnessed this)	16% (N7)	22% (N98)
3 Moderately upset (feeling disturbed by the action but able to cope)	59% (N26)	31% (N137)
2 Mildly upset (feeling a bit annoyed but have not given it too much thought)	11% (N5)	21% (N)
1 Very Insignificant (don’t really care)	0	11% (N48)
0 No impact	5% (N2)	7% (N30)

There was a range of responses noted by staff to the Item 12, “How do you react if you see or learn that a student is being cyberbullied by another / other student/s?” The most frequent response was, “I encourage the victim to tell someone such as a counsellor, House Head, Pastoral Coordinator or Deputy Principal” (80%=N35) with 75%(N33) responding that “I support the person who was cyberbullied”. Only two percent (N1) of staff responded, “I don’t think it is as

serious as physical bullying so I probably don't intervene." It is noteworthy that no member of staff indicated that, "I do not do anything as it has nothing to do with me" or "I do not do anything because I do not want to get involved." Table 17 outlines the number of different responses to this question, noting that caution is advised in the interpretation of this data due to the potential for bias in relation to some of the comments.

Table 17.

Staff responses to the following question: How do you react if you see or learn that a student is being cyberbullied by another/other student/s? Please tick as many as applicable.

I have never noticed or been made aware of any students being cyberbullied.	9% (N4)
I do not do anything as it has nothing to do with me.	0% (N0)
I don't think it is as serious as physical bullying so I probably don't intervene.	2% (N1)
I only intervene if the student is upset or reports it to me.	32% (N14)
I don't do anything but it does concern me.	0% (N0)
I report it to a more senior member of staff to deal with	66% (N29)
I support the person who was cyberbullied	75% (N33)
I ignore the cyberbullying because I do not want to get involved	0% (N0)
I encourage the victim to tell someone such as a counsellor, House Head, Pastoral Coordinator or Deputy Principal	80% (N35)
I find it funny and tell the student to toughen up	0% (N0)
I am worried or concerned about it but I don't know what to do	7% (N3)
I approach the person who was cyberbullying and tell them to stop	25% (N11)

I contact the parents of the student who was being cyberbullied	27% (N12)
I contact the parents of the student who was engaging in cyberbullying behaviour	23% (N10)

5.5 Staff Perceptions of the Impact of the Bystander in Influencing and Responding to Cyberbullying

5.5.1 Introduction

Items 4, 14, 15 and 16 were used to gather data of the staff perceptions of the bystander in influencing and responding to cyberbullying. Additionally, Items 28, 33, 35, 36, 40, 42 and 43 relating to the vignette scenarios were also relevant to the staff bystander perspective. While students made clear reference to the inevitability of witnessing cyberbullying, such a sentiment was not as strongly replicated by staff, possibly due to the reduced number of staff respondents, or perhaps because the experience was not as common. Inevitably, the staff bystander experience was not likely to be first hand, since we can assume it had to be reported to them rather than being directly witnessed in most cases. Several made mention that their own perception may have been limited, for example:

- *These answers are my perception of what would happen. Due to lack of first hand experience regarding my students experiencing these issues, I cannot claim to have observed responses to and management of cyberbullying.* (male, classroom teacher).

5.5.2 Bystander responses to vignette scenarios

Based on the vignettes provided in the survey, staff indicated a range of ways they would be impacted and respond to such situations. In Item 33, for example, staff most commonly favoured reacting to “Ivan’s situation” by “reporting the cyberbullying to a more senior member of staff” (81%=N35) or “supporting Ivan and encouraging him to report it” (72%=N21). Five

percent (N2) of respondents noted that “I would be worried but I would not know what to do.”

None of the staff respondents chose the options, “I would take the view that cyberbullying is an area that, as teachers, we should stay away from and I would not get involved” or “I would take the view that this is not a school matter.” Given the opportunity to make further comment, one staff member noted:

- *This is very serious and parents need to be involved. (female, teacher in pastoral and / or leadership position).*

Very similar response rates were provided in Item 40, in relation to the vignette depicting “Kate’s story” which asked “How would you respond if you were the teacher in Kate’s class and you were aware of this?” Further narrative comments provided to this scenario highlighted the complexity of the issue and the uncertainty of staff about how best to respond:

- *I would do 1, and 2, but I would be worried about Kate and would want to do more because this must stop! However, I would not know what else would be best to do to protect Kate. She may feel very uncomfortable with her parents knowing - what a very difficult situation for Kate. (non teacher, no gender provided);*
- *Extremely serious issue and more support is needed for the victim and the person who put the initial photo on the web dealt with as he/she needs to understand the consequences of their actions. (female, teacher in pastoral and / or leadership position).*

The data collected from Item 36 which posed the question, “What would happen at this school if a bystander reported Ivan’s problem?” indicated that staff believed most strongly that “The bystander would be affirmed for reporting the issue and assured that Ivan would be helped” (79%=N34). Twelve percent (N5) of staff responded that they believed “things would probably get worse for the person who reported it- they might be targeted as the ‘dobber’, for example”. These responses are presented in Figure 16.

Q36 What would happen at this school if a bystander reported Ivan's problem?

Answered: 43 Skipped: 1

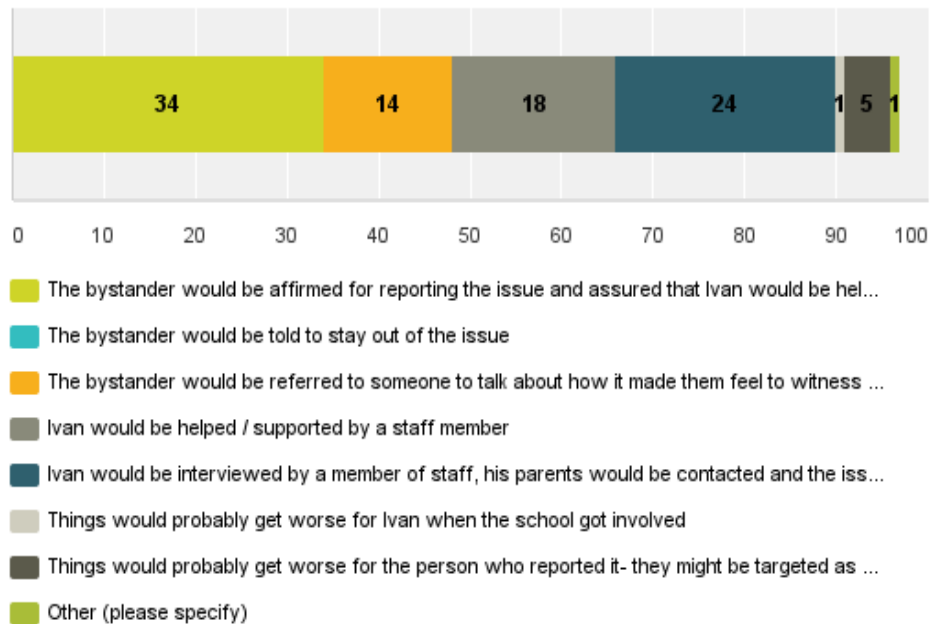


Figure 16. Staff Responses to the Question: What would happen at this school if a bystander reported Ivan's problem?

5.5.3 Bystander responses in “real life”

According to Item 14, which asked what they would do if they witnessed or had cyberbullying reported to them, staff saw their role as one, which generally required an intervention response. Most commonly they responded that they would “support the person who was cyberbullied” (87%=N33); a number (21%=N8) suggested that they would “contact the parents of the student who was engaging in cyberbullying behaviour” while 5% (N2) responded that they would be “worried or concerned about it but not know what to do.” When given the opportunity to comment in Item 12 about how they managed reports of cyberbullying, three further staff responses were provided as follows:

- *There is a process, one is to alert all teachers of a victim to the bullying so that they are aware and can intervene or reinforce the message that cyberbullying is not acceptable by society as a whole.* (female, teacher in a leadership/ pastoral role);
- *Raise issue in a whole class context so that students are aware that cyberbullying is serious and not to be tolerated.* (female, classroom teacher);
- *Encourage the student to speak to their parents, and to write down comments.*
(female, classroom teacher).

According to Item 15, staff spoke about the issue commonly to a range of people. This data is represented in Figure 17, showing that the most common response was “staff member/colleague” (78%=N21). Of interest, also, is that 22% (N6) talked about the issue beyond the school setting with “friend / partner”.

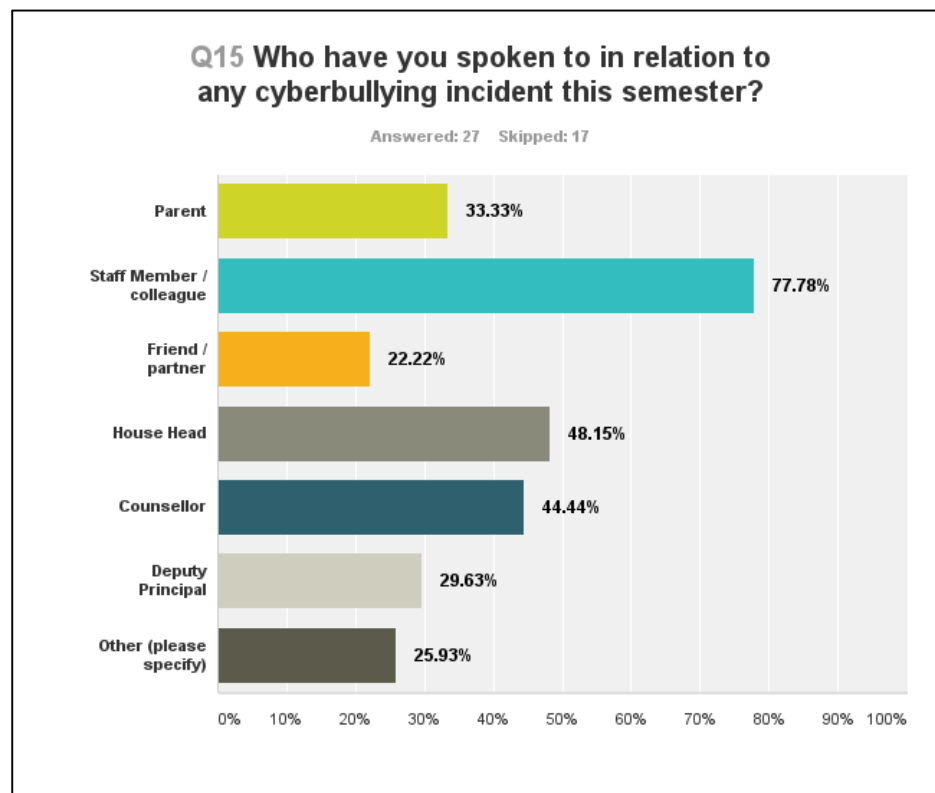


Figure 17. Staff Responses to the Following Question: Who have you spoken to in relation to any cyberbullying incident this semester?

Staff responses to some of the statements provided in Item 4 provided further data about how individuals saw their role in response to cyberbullying issues in the case study school. For example, strong numbers “strongly disagreed” (66%=N29) or “disagreed” (25%=N11) that “things that happen online should stay online” and 77% (N34) “strongly agreed” that “if someone is hurt by cyberbullying, they should report it to a responsible adult”. Very few (7%=N3) responded that “adults (teachers and parents) should stay out of cyber communication” with 65% (N28) “strongly disagreeing” with this statement. Fifty percent of staff respondents “agreed” with the statement, “When a cyberbullying issue is reported to me I feel confident in knowing how to respond.” Responses to these statements are shown in Table 18.

Table 18.

Staff responses to the following statement: Please indicate whether you strongly disagree, disagree, agree or strongly agree with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
Things that happen online should stay online.	66% (N29)	25% (N11)	7% (N3)	2% (N1)
If someone is hurt by cyberbullying, they should report it to a responsible adult.	7% (N3)	0% (N0)	16% (N7)	77% (N34)
Adults (teachers and parents) should stay out of cyber communication	65% (N28)	23% (N10)	5% (N2)	7% (N3)

When a cyberbullying issue is reported to me I feel confident in knowing how to respond.	40% (N17)	50% (N21)	0% (N0)	10% (N4)
---	-----------	-----------	---------	----------

When asked in Item 42, “Who supports you as a staff member when you are presented with such a dilemma?” responses highlighted the role of collegial support. All respondents indicated someone that they could seek support from, with the most commonly mentioned support person being “other staff/colleagues” as noted by 80% (N32) of respondents. One of the respondents commented:

- *Support would be available for staff from colleagues, school counsellors, House Heads, Pastoral Coordinators and Deputy Principal, but as far as I am aware there is no formal process for ensuring staff are supported through their reactions and feelings in relation to incidents of cyberbullying. (non-teacher, no gender identified).*

These responses from Item 42 are illustrated in Figure 18.

Q42 Who supports you as a staff member if you are faced with such a dilemma?

Answered: 40 Skipped: 4

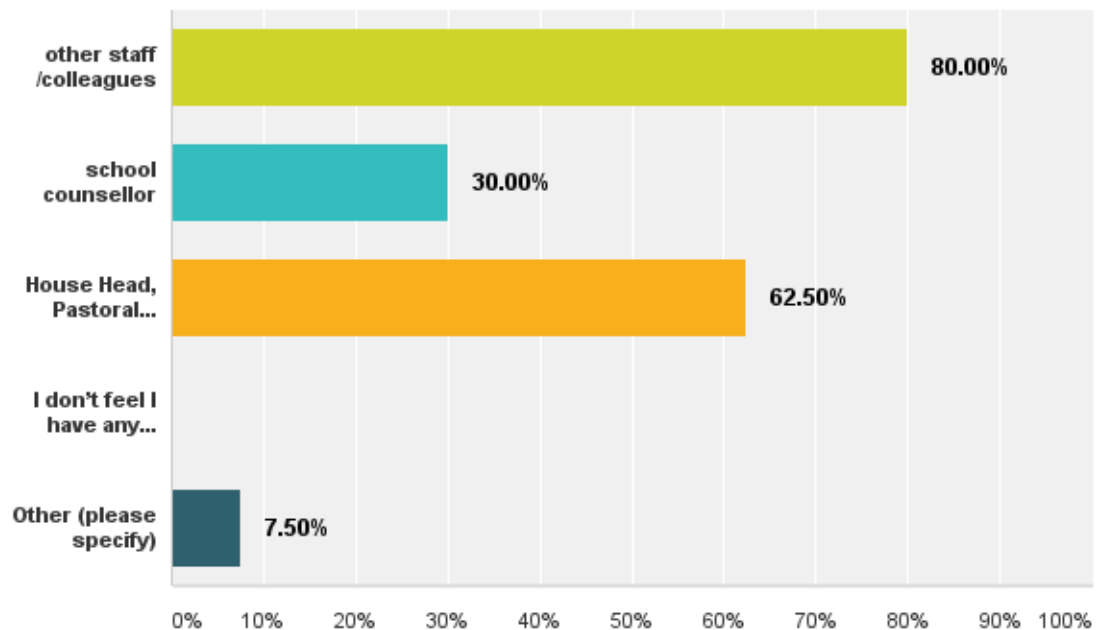


Figure 18. Staff responses to the Following Question: Who supports you as a staff

Furthermore, in response to Item 15, which asked who the respondents had spoken to about cyberbullying within the last semester, 78% (N21) of staff respondents had spoken to “a staff member / colleague” about a cyberbullying episode, 48% (N13) to a House Head (pastoral coordinator role), 44% (N12) to a counsellor, 33% (N9) to a parent and 30% (N8) to a Deputy Principal. Other responses included, “Teachers of the students involved” and “faculty head”. A subsequent question, in Item 16, asked if this action was successful to which they responded: “Yes” (64%=N14); “No” (9%=N2); and, “Don’t know” (27%=N6). Other responses included “House Head, Pastoral Coordinator, Deputy Principal” (61%=N25) or “school counsellor” (19%=N8).

5.6 Staff Perceptions of Potential Solutions to Managing Cyberbullying

Items in the staff survey that referenced or sought feedback about potential solutions to managing cyberbullying, which was the final research question, were Items 4, 12, 17, 18, 19, 20, 21 and 22 while Item 44 invited general comments on the issue of cyberbullying. When asked directly in Item 17, about “the best way to stop or prevent cyberbullying from occurring”, staff strongly supported (93%=N41) “teaching students about the effects of cyberbullying”. Other favoured methods included “teach parents about the effects of cyberbullying” (80%=N35) and “include more activities about cyberbullying at school” (70%=N31). Only seven percent (N3) rated “include stronger penalties for those who cyberbully” as an option. The responses are featured in Figure 19.

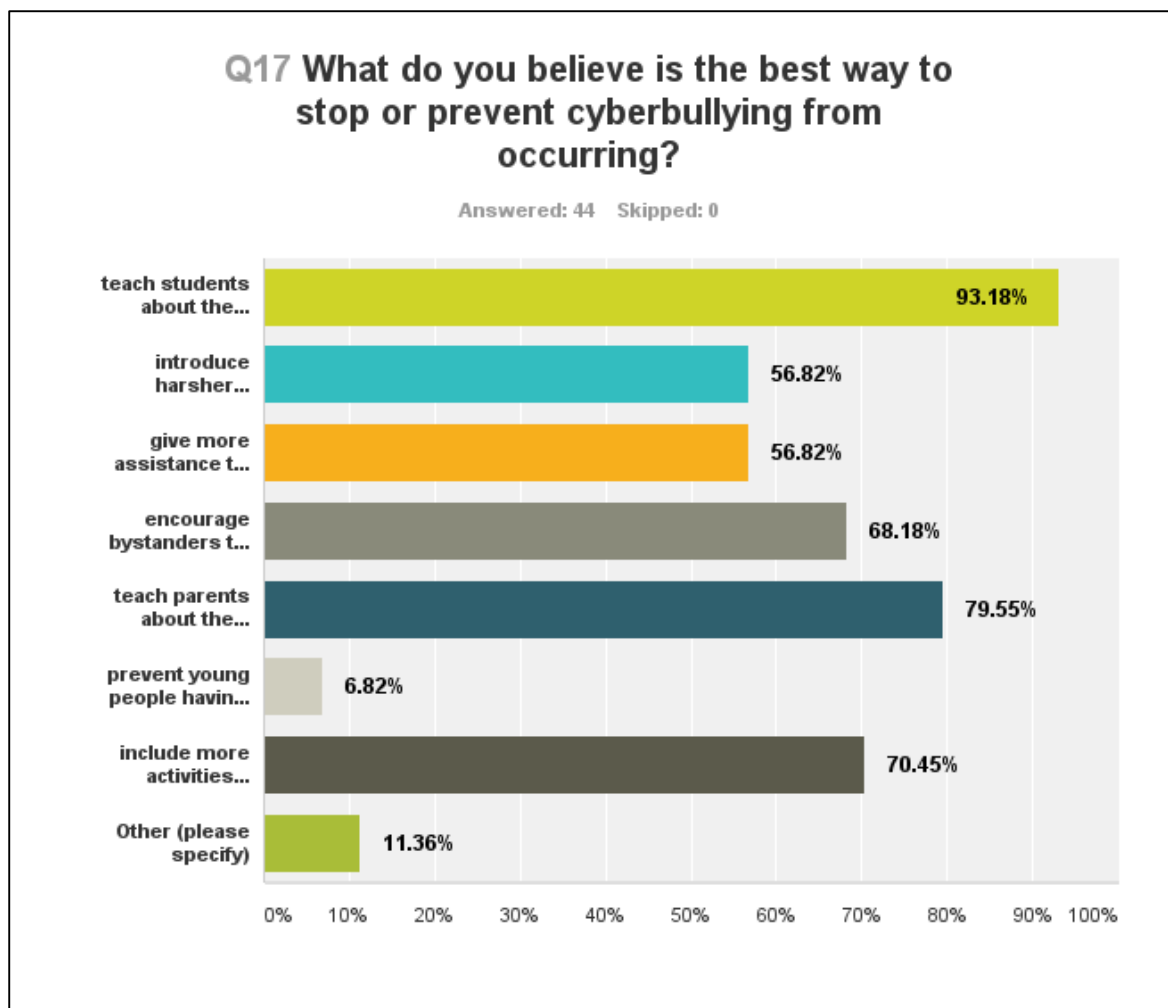


Figure 19. Staff Responses to the Following Question: What do you believe is the best way to stop or prevent cyberbullying from occurring?

Further staff suggestions included:

- *Content taught by teachers* (male, classroom teacher);
- *Teach proactive cyber behaviours, including ethics and values, modelling* (female, classroom teacher);
- *Parent Education!!!!!!!!* (female, classroom teacher);
- *Teach kids and their parents to be more respectful of each other at all times, not just online. Online behaviour is a reflection of real life believes and values* (female, classroom teacher).

The solutions supported by students and staff in their respective responses differed considerably according to a visual inspection of the data (see Table 19), and this finding will be discussed in more detail in the following chapter.

Table 19.

Comparison of staff/student beliefs about best ways to stop or prevent cyberbullying from happening

Strategy	Staff support response	Student support response
Teach students about the effects of cyberbullying	93% (N41)	57% (N248)
Introduce harsher penalties for those who cyberbully	57% (N25)	54% (N235)
Give more assistance to the victims of cyberbullying	57% (N25)	52% (N225)
Encourage bystanders to speak up and respond	68% (N30)	58% (N249)
Teach parents about the effects of cyberbullying	80% (N35)	33% (N144)
Prevent young people having access to technology	7% (N3)	12% (N52)
Include more activities about cyberbullying at school	11% (N5)	44% (N188)

Item 18 related to staff respondents' understanding of bullying prevention at the school. A high number of staff (70%=N31) indicated that they believed the case study school to "have clear policies about this issue", however a similar number (68% =N30) indicated that, "as a school we need more staff professional development about the best way to educate and respond to this issue". Fifty nine percent (N26) of staff suggested that, "as a school some staff are well trained in how to respond to this issue but other staff are unaware of how to respond" while 16% (N7) of staff respondents believed that, "as a school we lack a clear and consistent response plan to this issue". No staff supported the statement that, "this is not an issue our school should be spending time and resources on". One staff member commented:

- *School plan or process needs to be continuously reviewed.* (female, teacher in a leadership / pastoral position).

Another respondent noted:

- *A wide range of professional development is available but to my knowledge, I have not seen any relating to cyber bullying (which doesn't necessarily mean it's not offered).* (male, non-teacher).

Strong support (68%=N30) was given to the following statement: "as a school we need more staff professional development about the best way to educate and respond to this issue."

Table 20 shows the responses to Item 19.

Table 20.

Staff responses to the following question: What sort of professional development or training has been made available for staff in the areas of cyberbullying?

As a school we are responding very consistently and proactively to the issue	41% (N18)
As a school we have clear policies about this issue	70% (N31)
As a school we lack a clear and consistent response plan to this issue	16% (N7)
As a school some staff are well trained in how to respond to this issue but other staff are unaware of how to respond	59% (N26)
As a school we need more staff professional development about the best way to educate and respond to this issue	68% (N30)
This is not an issue our school should be spending time and resources on	0% (N0)

In relation to Item 20 about the impact of the school's bullying prevention initiatives (online questionnaires, policies, school expectations) on the way staff manage their classroom / manage their professional responsibilities (for non-teaching staff), 43% (N19) indicated that "the provision of school-wide bullying prevention initiatives provides a clear, consistent message for staff and students and equips staff with a best-practice response approach which supports me in my role as a staff member." Two further responses were:

- *I use my own initiative in my own classes.* (female, classroom teacher);
- *It makes you aware of student's situations.* (female, non-teacher).

Staff responses indicated a mixed reaction to Item 22 about whether the school's anti-bullying and harassment policy or other policies had helped to stop any actions in the school that would be considered cyberbullying. Figure 20 reflects these responses.

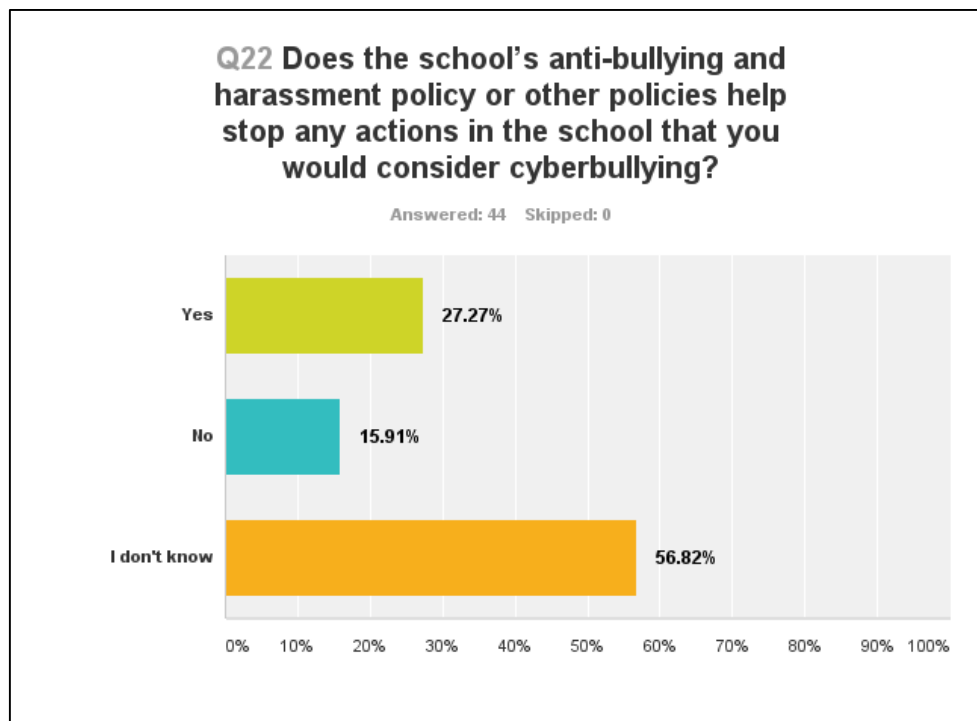


Figure 20. Staff responses to the following question: Does the school's anti-bullying and harassment policy or other policies help stop any actions in the school that you would consider cyberbullying?

When considering two statements (from Student Survey Item 9 and Staff Survey Item 4) in relation to online codes of behaviour and conduct awareness and teaching practices within the case study school setting, there were some discrepancies in views between staff and students, which became apparent. Sixty six percent of staff ($N29$) “disagreed” that “I feel confident that young people have a good awareness of online codes of behaviour” while 32% ($N147$) of students “disagreed”. The highest student response (53%= $N241$) “agreed” with this statement. A strong number of staff (77%= $N34$) “agreed” that they “were confident that we are proactive at this school in teaching about appropriate online communication” while only 56% ($N251$) of students had the same response. Staff and student responses to these statements are illustrated in Table 21.

Table 21.

Comparison of staff / student responses: confidence in online protocols and communications.

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I feel confident that young people have a good awareness of appropriate online codes of behaviour.	Staff: 11% (N5) Students: 6% (N26)	Staff: 66% (N29) Students: 32% (N147)	Staff: 20% (N9) Students: 53% (N241)	Staff: 2% (N1) Students: 9% (N139)
I feel confident that we are proactive at this school in teaching about appropriate online communication.	Staff: 6% (n3) Students: 7% (N31)	Staff: 14% (N6) Students: 28% (N124)	Staff: 77% (N34) Students: 56% (N251)	Staff: 2% (n1) Students: 9% (N41)

5.7 Staff Responses: Conclusion

While the percentage and number of the staff respondents were not as high as the student respondent figures, these survey responses also provided some valuable data relating to the research questions and allowed some comparison of staff / student views to be examined. The data indicated that staff, although not bystanders in the sense that they witnessed cyberbullying first hand, certainly were passive witnesses to this phenomenon as it was reported to them, shown to them and through the fact that they reported experiencing its occurrence within the

school setting. Consequently, staff experienced considerable stress as a result of cyberbullying within their workplace, and they expressed a desire to be more adequately trained to respond appropriately.

Following in Chapter 6 is a reflection on and discussion of the findings of both students and staff in the case study school, structured according to the research questions and other emerging themes, and in Chapter 7 a summary is presented along with some implications and recommendations from the research.

CHAPTER 6: DISCUSSION

6.1 Introduction

In the 21st century, technology has become increasingly important in our society and in the lives of adolescents (Daniels, 2002; Lenhart et al., 2010). In school settings its presence has become increasingly popular in the classroom, intended to facilitate rich learning environments, to accelerate, enrich and deepen basic skills (Al-Ansari, 2006; Daniels, 2002; Wheeler, 2001). Many schools encourage the use of technology to facilitate and encourage both cooperative and independent learning (Eady & Lockyer, 2013). Certainly, it has become a way of life and the young people who now populate our Middle Schools have grown up with technology as an intrinsic part of their life. However, when technology is used to bully someone, it can cause significant harm and impact on the functioning of some young people (Arseneault et al., 2010; Cross et al., 2015, Swearer Napolitano et al., 2010). Current Australian legislation including the 2011 National Safe Schools Framework and the 2015 Student Wellbeing Hub, has responded to the growing use of technology by young people by providing a set of guiding principles and resources to encourage student wellbeing, and the issue of school and community responses to cyberbullying has become the subject of continued discussion.

Several noteworthy results emerged from this study, most concerning being that the data indicated an alarmingly high prevalence of cyberbullying and associated psychological impact. This impact was expressed by victims and also bystanders. A strong level of frustration and impotence was also expressed by both students and staff, indicating that the issue of cyberbullying was one, in this case study context at least, which was causing significant trauma and angst. The data from this research project lends support to the principles of Social Cognitive Theory that adolescents have opportunities to learn cyberbullying behaviours via observational

learning and that they may be encouraged to perpetrate cyberbullying behaviours as a result of reinforcement from peers. The data from this research has been discussed in relation to the emergent themes and to existing research literature.

6.2 Understanding and Opinions of Cyberbullying

6.2.1 Understanding of cyberbullying

The study examined understanding of and responses to the issue of cyberbullying in Middle School students (generally aged 12-14 years) and the staff at their school. It is important to express caution in consideration of the different results of the two groups. Firstly, the sample size for the two groups differed. Secondly, the experience of staff compared to that of students is different, given that while staff may be classified as passive bystanders, they are unlikely to have had the same experience as students, being physically removed from the immediate physical interface and first hand experience of students. With this in mind, the study showed a generally well-understood knowledge of cyberbullying behaviours by both groups, students and staff, but highlighted a slight disparity in appreciation of frequency and impact of the issue between these two groups. A very high level of understanding of the specific types of cyberbullying provided in the survey was expressed by students and staff and further to this, large numbers of illustrated examples of cyberbullying behaviour were provided, particularly by students. Students were very familiar with the use of technology with 90% of students confirming that they used the Internet to socialise and communicate with others and 73% percent indicating that they used a mobile phone at school.

6.2.2 Opinions about cyberbullying

Generally, both student and staff participant attitudes about cyberbullying were critical, referring to it as being “mean”, “cruel”, “ganging up”, “rude”, “threatening” and “immature”. One student described cyberbullying as “a dog act.” There were also comments, by student respondents, that cyberbullying was “a joke”, or “it’s not a problem” although these suggestions were in the minority. Ninety percent of students believed that technology was “a combination of positive, respectful communication and negative, disrespectful communication” and to provide detail of the potentially negative implications of technology use, many students provided narrative examples of “humiliating” interaction that could “cause people to harm themselves” or “lead to suicide, depression.”

Students expressed a clear understanding of the possible harmful ramifications of negative online interaction, and a number made mention of their own suicidal thoughts or attempts or referred to friends who had attempted or completed suicide as a response to cyberbullying. This was the most deeply disturbing revelation of this research project. Again, it should be noted that both written and verbal reference to support structures available within and outside of the school setting was provided and a follow-up pastoral circle was conducted for every class group to ensure that the opportunity for support was provided for those who required this.

A higher rate of students than staff indicated that they believed “Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it”, suggesting a sense of acceptance of cyberbullying as part of their world. Incidences of cyberbullying were widely perceived as a concern at the sample school by both groups. Over half of the student respondents recognised the issue as occurring “frequently / all the time” and strong numbers of staff recognised the problem within the sample school as “serious” or “moderate”. Consistent with the findings of Li (2006) and Bonanno & Hymel (2013), the results indicated that the majority of students knew someone who had been cyberbullied and in fact, 33% of student respondents

“strongly agreed” that they knew of someone who had been “really hurt by cyberbullying at the school”. Perhaps surprisingly, was that up to 65% of staff also confirmed, “witnessing” students being cyberbullied in a range of nominated ways.

Supporting previous findings (BoysTown, 2010a; Cross et al., 2009; Mishna, Saini & Solomon, 2009) that cyberbullying peaked during the Middle Years, or transition years to secondary school, 71% of student respondents “were more aware of cyberbullying than they were a year ago”.

6.3 Prevalence and Incidence of Cyberbullying During the Transition Years (Year 7 and 8) to Secondary School

6.3.1 Prevalence rates of cyberbullying

One finding from the research was that cyberbullying was more prevalent amongst this Middle School sample than in many previously reported studies (Cross et al., 2009; Hemphill et al., 2012; Kowalski & Limber, 2007; Katz et al., 2014; O’Brien & Moules, 2013; Thorp, 2004; Williams & Guerra, 2007). Twenty nine percent (*N*133) of students responded that they had been cyberbullied. While this response rate of “yes” to the question which specifically asked if they had been cyberbullied is not as high as the 40% indicated by the National Crime Prevention Council (NCPC, 2006), a higher number of respondents, as high as 54% based on one descriptor, indicated an affirmative response to having been victimised in specifically listed ways. As suggested, it is likely that this variance stems from definitional variance. In this instance, when the more specific descriptor of certain particular manifestations of cyberbullying were provided, the response rate increased. The highest self-reported victimisation was found in Year 7 females. This lends support to previous research (Price & Dalgliesh, 2009; Wang et al., 2009) that suggests a peak at transition to secondary school.

This would suggest that the issue was more widespread than was initially indicated by students in the case study setting in response to a differently phrased question. Of note is that students rated the incidence of cyberbullying to be higher than did staff. Staff respondents indicated that “about 25%” of Middle School students would have “been cyberbullied” while as many as 54% of students identified having been victimised by some form of cyberbullying. It would seem that staff in the case study school were not aware of all incidents of cyberbullying occurring within the case study school and underestimated the reality as perceived by students. This was further reinforced by student narrative comments such as:

- *The school doesn’t know half the stuff that is actually going on.* (female, Year 8).

Despite this difference, a high number (61%) of staff admitted to knowing of someone who “had been really hurt by cyberbullying.” It was, therefore, very much a reality for both students and staff.

A suggestion for why the rate of victimisation could be higher than other studies may be due to increasing numbers of young people having access to mobile phones and the internet: for example, 73% ($N=334$) of student respondents indicated that they used a mobile phone at school. This is supported by the research of Festl and Quandt (2013) who have reported that an obvious factor influencing cyberbullying perpetration rates is the time spent online, and that more intensive use of the Internet increases the risks of being involved in cyberbullying. Further, previous online surveys at the case study school had indicated comparatively high rates of traditional bullying, so an established bullying culture could be assumed within the context (personal communication, 2013).

6.3.2 Suggested motives for cyberbullying

The data from this case study project suggested that students engaged in cyberbullying for several reasons, including following a peer lead, doing it so that they would not become the next

victim, or with the intention of causing harm or hurt to another. Some referred to a perpetrator's ability to "hide behind a key board", supporting previous research findings (Beran & Li, 2005; Kowalski & Limber, 2007; Smith et al., 2008) that such anonymity can create a psychological dominance over victims and facilitate a diminution of responsibility (McKenna, 2008). Such a perspective also lends support to Suler's "disinhibition effect" theory (2004), which maintains that online anonymity allows individuals to compartmentalize their online self from their true identity. Certainly, this research evidenced many narrative examples of this effect, however, it was balanced by contrasting comments and responses that indicated students often reflected on their actions and made changes to their behaviour as a consequence of this. Support for the Routine Activity Theory (Felson & Clarke, 1998; Mesch, 2009), which suggests that time and space elements including a likely offender, a suitable target and the absence of a capable guardian are required for deviant behaviour to occur also emerged in feedback from students. Certainly, the conditions for cyberbullying to occur appeared to be enhanced when such elements, especially lack of appropriate supervision, were present. The following comments support this:

- *Because there laptops and other stuff to cyber with. (male, Year 8);*
- *Because there are no parents around to see what you're doing. Plus there is more students at school then staff, so people can get away with it. (female, Year 8).*

A small number of students perceived cyberbullying to be normal behaviour and some responded in retaliation. While there was no clear pattern suggested for engaging in cyberbullying perpetration, the idea of retaliation is consistent with the social cognitive theory of Crick and Dodge (1994) who suggested that children and adolescents encode social cues, and apply behavioural schemas in response to specific provocation or interaction. When particular social cues are presented and, in turn, analysed as a threat, a behavioural response can be aggression. While this theory could be explored as a possible explanation for some

cyberbullying behaviour in the case study school, the link appeared tenuous and inconsistent, and certainly not a valid explanation for all cyberbullying behaviours as listed. It appeared more likely that there were multiple contributing components and influences related to cyberbullying in the case study school.

Of interest and concern was an expressed sense of acceptance by students that cyberbullying was an expected part of life. Such expression is consistent with the findings of Goebert, Else, Matsu, Chung-Do and Chang (2011) and Junoven and Galvan (2008). Junoven and Galvan (2008) stated that during the transition period to secondary school, adolescents are confronted with a different system and social structure; this triggers processes whereby individuals must find their place, and within the social system, they can be influenced by classmates, including bullies. A silent acceptance of bullying behaviours can result in order to fit in with peers, and through this research, it appeared that such a culture contributed greatly to the establishment and maintenance of cyberbullying behaviour. Again, such a finding lends support to the model of Social Cognitive Theory that individuals encode and model the behaviours they observe.

While 50% of staff “disagreed” and 41% of staff “strongly disagreed” with the statement that “cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it”, 23% of students “agreed” with the statement and a further three percent “strongly agreed”. This was one finding from the study where differences in views were evidenced between students and staff. In responses to survey questions and in their narrative responses such as:

- *Because it is just how the cookie crumbles.* (male, Year 8).
- *We have all done it in one stage of our lives.* (female, Year 8)
- *I didn’t think twice about it when I did it.* (female, Year 7)
- *People are shit and life sucks.* (female, Year 8)

6.4 Impact of Cyberbullying

It is widely acknowledged that traditional bullying has a notable and long term psychological impact (Bonanno & Hymel, 2010; Nansel et al., 2001; Olenik-Shemash et al., 2012; Rigby, 2003; van der Wal et al., 2003). There is also considerable research which demonstrates the significant overlap between experience with traditional bullying and cyberbullying (Kowalski & Limber, 2013; Modecki, Minchin, Harbaugh, Guerra & Runions, 2014; Wassdorp & Bradshaw, 2015) , and caution must be used when interpreting any results from this study as it is possible that those impacted by cyberbullying may also have been targets of traditional bullying. The investigation of that specific correlation was not a feature of this study. Specifically, survey responses from this study provided both qualitative and quantitative data which noted the presence of anxiety, depression, fear of social interactions and even suicidal ideation for many of the students with a strong suggestion that the relentless nature and ever-present invasiveness of cyberbullying heightened its impact. This is consistent with earlier findings (Dempsey et al., 2011; Smith & Slonje, 2010). Staff also indicated high levels of anxiety and frustration in knowing how to respond to cyberbullying and were impacted emotionally by its presence.

This study, in addition to previous studies (Campbell et al., 2012; Cross et al., 2009; Kanetsuna & Smith, 2002; Kowalski & Limber, 2007; Price & Dalgleish, 2009; Perren et al., 2010; Schneider et al., 2010) found that cyberbullying was a risk factor for anxiety and the expression of depressive feelings. Distress was reported as an outcome for victims and bystanders, and to a lesser extent, perpetrators of cyberbullying. These feelings were illustrated in comments such as:

- *I have been cyberbullied this year anonymously. They told me to kill myself and harassed me every day. I tried taking my life on many occasions.* (female victim, Year 7).

- *I felt worthless* (female victim, Year 8).
- *I didn't realise that the comment could affect them (I took the comment down a day later).* (female perpetrator, Year 8).

Thirty three percent (N113) of students responded that they had experienced being worried or concerned about their role as a bystander to cyberbullying but did not know what to do about it.

It was clear that cyberbullying caused anxiety and feelings of disempowerment, as well as fear, for bystanders as well as victims. Importantly, this study highlighted a previously little established result: that staff responding to cyberbullying are also susceptible to high levels of anxiety and distress with 17% of staff respondents noting that they felt “extremely upset” as a bystander to cyberbullying in the case study school. Again, it is noted that this relationship as a passive bystander is different to that of a young person more directly involved as a bystander in cyber space. Further investigation as to the impact of this revelation is warranted. Aware of the possibility of such responses, in the case study setting, staff were provided with contact details for counselling support both within and outside of the school setting. The school has a well-publicised offer of three school-funded counselling sessions for any member of staff in need of support at any time. This was highlighted verbally at a staff briefing in the days immediately after the survey was distributed.

A concerning number of Year 7 and 8 students made narrative comments about self-harm and suicidal thoughts, intentions and attempts. Interestingly, while perpetrators also reported a range of mixed feelings, including deliberately trying to upset or offend someone (four percent), just joining in because everyone else is doing it (seven percent), or because they thought it was normal (seven percent) or funny (six percent), regret and remorse were also expressed by perpetrators and in qualitative feedback, several made mention of not being aware of the damage their actions caused at the time. Thirteen percent of perpetrators reported feeling “upset” and a further 13% “moderately upset” by their behaviour as a perpetrator of cyberbullying.

It was clear that the students saw a direct relationship between being a cyberbullying victim and a range of hurtful feelings including sadness, frustration, insecurity and misery. Several made direct reference to feelings of depression or suicide ideation. Given the research of Arseneault et al., (2010) Kaltiala-Heino et al., (1999) and Kaltiala-Heino & Fröjd (2011) which indicates that negative adolescent bullying experiences may impact on victims' ability to have a healthy adulthood, there is serious cause for concern in this feedback. Further, the quantitative feedback of students in this transition period to secondary school strongly represents evidence of being overwhelmed by cyberbullying issues and management. There is a strongly represented voice asking for help in responding to this issue, but at the same time, an expressed belief that adult support does not always help.

While large numbers of student respondents stated that they would report an incident of cyberbullying to a trusted adult, students also provided contradictory responses suggesting that they had reason to be fearful or mistrustful of this avenue of support and were not always sure if it helped. A strong sense of confusion about the most appropriate way to respond was apparent. Such a finding supports the research of many others (Agatston et al., 2007; Hinduja & Patchin, 2012b; Junoven & Gross, 2008; Kessel Schneider et al., 2015; Li, 2006, 2007; Mishna et al., 2009; Price & Dalglish, 2010; Smith et al., 2008; Ybarra & Mitchell, 2007) which has shown that the majority of adolescents are reluctant to report cyberbullying to adults. This research supported earlier findings (Kassel Schneider et al., 2015) that young people experience a lack of confidence in adults to respond appropriately and fear that they will make the situation worse.

There is strong evidence from this study of the emotional impact on students and staff as bystanders. In particular, the vignette scenarios produced a very strong emotional response. More research into the long-term effect of bystander behaviour is certainly warranted.

6.5 The Impact on and Influence of the Bystander

Data elicited from student and staff surveys indicated that cyberbullying had a strong bystander audience at the case study school. Fifty percent ($N=226$) of student respondents believed that “more than half the Middle School students would have witnessed cyberbullying” while only 26% of staff had the same response. This was one area in which a disparity in perception between staff and students was demonstrated. While in both instances, this was based on perception, the self-reported cyber victimisation rate as indicated in Item 10, and more specifically Item 18 of the student survey, which provided detailed descriptors of specific manifestations of cyberbullying, supported that between 29% and 54% of Middle Years students had been victimised.

Of interest were the responses of the student bystanders, of whom the largest response group (25%= $N=106$) indicated being “upset” by being witness to cyberbullying. A reasonably consistent response between student and staff responses was also evident, with a slightly higher number of staff responding that they felt “extremely upset” by the experience of being a bystander. A number of respondents in both groups reported feeling moderately to extremely upset by reading the vignettes, which they identified as likely to occur within the case study school. This reinforces previous research (Kanetsuna & Smith, 2002; Rivers et al., 2009), which indicated that the impact of cyberbullying extends well beyond the victim, and that symptoms of anxiety and fear can be experienced by bystanders.

While not a specified area of this research study, a notable outcome to emerge was the feelings of empathy expressed by students and staff for the victims in the vignette scenarios; this adds weight to the limited studies, which have revealed similar outcomes (Barlinksa et al., 2013; Macháčková et al., 2013). Such an outcome contrasts with the suggestion that the online environment cultivates moral disengagement (Bauman, 2010). High levels of frustration and concern were expressed by the majority of students and an overwhelming number (79% of

students) felt they should respond in some way if they witnessed cyberbullying. As previous research (Newman et al., 2000; Orpinas & Horne, 2006; Polanin et al., 2012; Rigby & Johnson, 2005; Salmivalli et al., 2010) has suggested the critical potential of the bystander to intervene proactively, I was keenly interested to note any trends in support of this. Students clearly saw themselves, as bystanders, as having a critical role in the management of cyberbullying with high numbers of students agreeing, “when bystanders report cyberbullying it helps to stop the problem”.

When presented with a range of possible responses to cyberbullying, 57% also agreed that an appropriate response was “encourage bystanders to speak up and respond”. Eighty seven percent of staff reported that, if they witnessed a student being cyberbullied, they would support that student while 79% would report it to a senior pastoral member of staff. A smaller number of staff reported that they would be worried and would not know what to do.

Another trend to emerge from this study was that bystanders, despite supporting the reporting of cyberbullying in principle, showed evidence of being reluctant to report it when observed. There was a strong suggestion of lack of reporting of cyberbullying, despite the fact that students acknowledged it as a potentially effective way of managing the issues. Again, this was consistent with previous studies (Li, 2010; Thomas et al., 2012) and strongly represented were the views that students were fearful of reprisal (Thomas et al., 2012), had a lack of confidence in teachers to be able to respond (San Antonio & Salszfass, 2007) or felt that such intervention would make things worse. Fear of being a future target was also identified as one of the reasons for failure to get involved, consistent with the findings of earlier research (Thomas et al., 2012).

Additionally, over half of student bystanders had had the experience of becoming involved by offering some sort of assistance to the victim. This was the strongest interventionist response recorded in relation to witnessing cyberbullying, and suggested that if young people were armed

with the skills of what to say and how to support the victim, this might be less stressful for them and more proactively helpful for the victim. Sadly, over half of those bystanders who responded in some way had no knowledge of whether their action was successful and 29% felt it had no impact. It appeared that a considerable difference existed between bystanders' attitudes and their actions. It would appear that in order to encourage young people to approach an adult about cyberbullying, careful consideration should be given to this issue by school staff and parents: how they encourage this, how they respond, how they provide feedback to the informant. The possibility of encouraging a shift in bystander responses would appear to be essential to intervention in cyberbullying.

Data from the research also indicated that student bystanders acted as reinforcement or condoners to the action of cyberbullying, sometimes unwittingly. A number of students responded that they saw their involvement as normal (7%=N33) or responded that they "just do it and don't think about the consequences" (12%=N57). Several narrative responses made note of becoming aware of their bystander role after the event, and then moderating their behaviour, while some comments suggested that it was "normal". It is plausible, based on the nature of some narrative comments, that students experienced a need to blend in with the school culture, and to adhere to group norms. Such a view was suggested by comments such as:

- *It is normal among our friend group.* (male, Year 8);
- *We find this fun and if not we disconnect.* (male, Year 8);
- *I was scared that if I didn't do it, someone would do it to me.* (male, Year 8).

Another outcome of this research was that both students and staff were often passive bystanders to cyberbullying, and either felt unsure of how to respond or that it was not their responsibility to intervene. It is likely that given the large numbers of reported bystanders, such individuals are likely to play a role in sustaining cyberbullying, whether they are conscious of this role or not. As noted, there was also limited evidence of the disinhibition effect described by

Suler (2004) in that some students acknowledged behaving in ways that they would not do in a face-to-face interaction; what was interesting was that some students provided examples of doing this, or of behaving impulsively, and then regretting their actions, and seeking to amend the situation. Such a finding suggests the potential of using such value-based learning as a springboard for deeper exploration of cyberbullying and its management with the school setting.

6.6 Perceived Effectiveness of School Practices and Personal Management Strategies

The study provided evidence of a frustration amongst both students and staff as to how to deal with the growing cyberbullying phenomenon, although there was evidence that students were employing particular strategies to some effect. While there appeared a sense of complacency about the existence of cyberbullying, for example 12% (N57) of students noted that “I just do it and I don’t think about the consequences” and some narrative feedback expanded on this, for example:

- *Because some people just don’t like other people, it’s natural.* (male, Year 8);
- *Students become angry and they take their anger out on others.* (female, Year 8);
- *People can get away with it.* (female, Year 8);
- *Standing up to a bully won’t help you, you will just become the next victim.* (male, Year 8);

there was also evidence of participant awareness of ways to escape or block it out when necessary. For example:

- *I just remove myself from the cyber world.* (male, Year 7).

While evidence of knowledge of blocking and avoiding behaviours is affirming, and suggests that some current educational strategies may be raising student awareness, the sense of despair and pessimism communicated, particularly in narrative comments, was alarming. A highly cited strategy for management was retaliation, and a large number of students made comment about the psychological impact of victimisation on their self-concept and wellbeing, for example,

- *It has crossed my mind of killing myself to end it all.* (female, Year 8).

As school culture has been established as a key contributing factor to whether bystanders will intervene (Davis & Davis, 2007), I examined the data for evidence of such a factor to determine the involvement of bystanders in the case study school. While there was there was a sense that “teachers do not actually check if anyone is being mean” (female, Year 8), staff made comment about the school’s commitment to professional training, noting that further ongoing attention to this area was also required. Further exploration of the concept of school culture would be likely to be very instrumental for schools in planning school wide responses and professional learning for staff.

When comparing the solutions supported by students and staff in their respective responses, it was interesting to note that students did not rate “teach students about the effects of cyberbullying” as highly as staff, nor did they rate “teach parents about the effects of cyberbullying” as highly. The reason for this disparity may perhaps be attributed to the view held by some students in their comments, which suggested that adults did not understand and could not resolve an adolescent issue. A sample of these comments is as follows:

- *None of that will help. Teaching about it gives the cyberbullies more ideas.* (male, Year 8);

- *Staff just annoy me when they get into personal life. It has nothing to do with them.*
(female, Year 8).

Strongly represented by student responses was an intention to support their peers or friends when victimised. This became apparent in responses to the vignette scenarios and in narrative comments. Several made mention of helping a friend “in a tough time”, even citing an intention to become physically violent towards a perpetrator. Because friends have a strong influence on adolescent development (Espelage & Holt, 2001), attention to upskilling them to respond empathically, practically and responsibly would appear to be worthy of further attention.

6.7 Professional Learning Needs

The data from this research supported previous findings that bullying can impact negatively on the entire school climate (Espelage et al., 2000) and it is, therefore, imperative that appropriate training is offered to staff to understand and manage the issue. Staff in schools cannot assume that students are coping and they need to be trained to educate students about the impact of cyberbullying and the best ways to deal with it. Staff, themselves, need support in understanding the phenomenon and responding to its implications. Previous research (Andreou & Metallidou, 2004; Menesini, Codescasa, & Benelli, 2003; Price et al., 2014) has encouraged the consideration of focusing on the role of bystanders to broaden our suite of responses, and it would appear from this current research that this is a valid area for exploration. Certainly, students view themselves, based on the feedback from this research, as being instrumental in the management of the issue. They recognise cyberbullying as part of their world and they recognise that they have a role to play in bringing about change. They also expressed a strong desire for a “more kind and respectful online world.” The findings of *Research on youth exposure to, and management of, cyberbullying incidents in Australia: synthesis report* (Katz et al., 2014) would also support such a proactive response, and one that is focused on creating safe and respectful environments.

Most persuasively, strong percentages of respondents indicated that education would have an impact towards combating the issue of cyberbullying, although students expressed less confidence in any of the suggested strategies than staff. Of respondents, 57% (N248) of students and 93% (N41) of staff supported teaching students about the effects of cyberbullying; 33% (N144) of students and 80% (N35) of staff agreed with teaching parents about the effects of cyberbullying; 44% (N188) of students and 70% (N31) of staff supported including more activities about cyberbullying at school; and encouraging bystanders to speak up and respond was rated by 58% (N249) of student and 68% (N30) of staff respondents. The majority of both groups recognised giving more assistance to the victims of cyberbullying and introducing harsher penalties for those who cyberbully as quite important. From the wide range of responses to the multiple-choice item, and the number of additional narrative responses, it would appear that a multi-pronged approach has great merit. The overall approach, as suggested by key stakeholders, should be proactive and preventative, with a focus on creating and maintaining safe and nurturing environments for young people. The strong support for intervention suggests that educators must respond in a mobilised fashion and work to address the issue through active education.

Through qualitative analyses, various coping mechanisms were identified, such as “turning off technology”, however, a strong sentiment was that they needed more active support to understand and respond to the issue. High numbers of students and staff also expressed a feeling of not knowing what to do or how to respond. Throughout the data this was a resounding message, particularly in the student voice, suggesting a sense of inevitability about the growth of the issue and a burden of management.

It appeared cyberbullying was socially accepted as inevitable by the majority of students, and that while obviously frustrated, concerned and emotionally impacted by the issue, staff, in general, had a less clear perception of the gravity and prevalence of the issue. The fact that both

groups so strongly responded with empathy towards the position of the victim is, this researcher contends, a very favourable position from which to develop interventions. A values based approach is likely to engage young people and empower them to take control. Such an approach would utilise the impact of empathy as “the ability to understand and share in another’s emotional state or context” (Cohen & Strayer, 1996, p. 988) and serve to challenge the acceptance of cyberbullying as “normal”. Such an approach would illuminate the potential impact of cyberbullying on victims, perpetrators and bystanders; how individuals feel about it; and, how it might be addressed.

Prevention of cyberbullying needs to become a priority to ensure the wellbeing of students. However, the feedback from staff in this study indicated that 59% recognised that not all members of staff were adequately trained in how to respond to cyberbullying and 68% believed that the case study school needed more professional development about the best way to educate and respond to the issue. The results of this study suggested several potential avenues for intervention and management in cyberbullying. Strong feedback across all key stakeholder groups suggested that educational settings need to actively promote understanding of cyber issues and cyberbullying behaviour. It is my contention that schools need to teach about moral responsibilities that constitute positive relationships and how these frameworks are explicitly relevant in cyber space and social media interactions. Spears (2012) suggested, based on her review of cyber safety and digital citizenship initiatives, that digital citizens need personal values and a moral compass in order to interact ethically and within a “mature” and responsible online space (p. 201). Such an approach would increase students’ perception of positive bystander action. It is a direction that has clear implications for educators and school leadership teams, and should be considered as part of a social-ecological approach (Espelage, Gutsell, & Swearer, 2004) to repudiate the culture that accepts passivity and move towards a culture that encourages bystander action and intervention.

6.8 Conclusion

This chapter has discussed the findings of this case study research, and through its findings, has extended the literature on cyberbullying in several ways. Firstly, as cyberbullying is still a relatively new phenomenon, there are few studies in this area, specifically those that delve into the experience of the bystanders (Dooley et al., 2009; Drogin & Young, 2008; Griezel et al., 2008). This research explored the perspectives of key school community members through the theoretical perspective of interpretivism, and included opportunities for both qualitative and quantitative data to be sourced, it facilitated a deep insight into the experiences of students and staff. Secondly, several emerging themes have led to a deeper understanding of the nature of cyberbullying, in particular the role of and impact on the bystander within the cyberbullying context.

While noting that the findings provide an insight into the perceptions of students and staff in relation to the issue of cyberbullying, it is important to again acknowledge that this study was limited as it focused entirely on the experience of one case study school and the sample size was relatively small. It also relied on self reports of behaviour. Notably, however, the being a mixed method study, the qualitative data were used to complement and strengthen the quantitative data, which led to some rich outcomes. Additionally, the inclusion of staff, and a particular focus on bystanders, was considered to be worthwhile.

Results from this study revealed that both students and staff, including bystanders, were psychologically impacted by the high prevalence of cyberbullying within the Middle Years; that, generally, students perceived a higher rate of cyberbullying to occur than staff did; and, that there is a high level of frustration amongst students and staff regarding how to manage the issue, although students seem more accepting that cyberbullying is part of their world. Of particular interest, and warranting further discussion, is the notion that students as bystanders experience a keen sense of empathy for victims and believe they should intervene to reduce cyberbullying or

report it to an adult; the reality, however, is that this consciousness does not always translate to action, and where incidents are reported, adolescents are not confident of this being successful.

Additionally, victims report finding support from their peers more readily than from adults; given this data, it would seem appropriate to further enhance the skills of peers in how to proactively respond to their peers who find themselves victims of cyberbullying. The final chapter of this thesis will present a summary and recommendations to emerge from this study.

CHAPTER 7: CONCLUSIONS

7.1 Summary, Implications and Recommendations

The purpose of this study was to explore the prevalence and incidence of cyberbullying during the transition years to secondary school, and to examine both the impact on the bystander of cyberbullying and their role in influencing and responding to cyberbullying. The study also sought to explore potential solutions to the problem. The study highlighted the effectiveness of a mixed method inquiry to elicit rich data and lead to a deeper understanding of cyberbullying, particularly in terms of providing both students and staff at the case study school with a voice about cyber issues, and how these are impacting on their everyday lives. Notably, the project rested within an epistemology of constructionism and the theoretical perspectives of symbolic interpretivism and interpretive perspective, with the goal being to make meaning from the specific case study setting and everyday life experiences of the participants, and to explore the understandings individuals had of a significant aspect of their social and cultural world.

The research was successful from the perspective that it elicited some rich qualitative data, which can now be used to stimulate further debate, both in the case study school setting, and beyond. This study has, therefore, contributed towards understanding the phenomenon of cyberbullying, and in particular, has established that bystanders have a critical role to play in the management of cyberbullying. As Denzin (2000) has suggested as a measure of value in research, this study has provided a lens to “criticize how things are ... [and] articulate a sense of hope” (p. 262).

The research unveiled that cyberbullying was experienced within the Middle School case study setting and that its prevalence was of concern. Participant responses were insightful, suggesting a familiarity with cyberbullying as part of their daily existence, many as victims and a large proportion as bystanders. Tragically, some respondents related experiences that had led them to severe depression or even, in several cases, to consider or attempt suicide. Student

respondents largely perceived cyberbullying behaviour to be normal and inevitable, although distressing, a part of their online world, which they sought to manage in a range of ways, while the perception of staff was not quite so stark or clear-cut. In the main, staff did not reflect the same understanding of the magnitude of cyberbullying as students, although they expressed anxiety about its existence and management.

Looking forward, an approach to reducing the magnitude of cyberbullying, and hence its damaging consequences, would be to challenge the status quo of the culture within which this practice occurs, using the experience of the bystanders, who are key participants in cyberbullying episodes, as a catalyst to greater understanding. Moving the critical mass, bystanders, from inaction to intervention by manipulating existing attitudes and norms, is a challenge that exists.

While this research focused specifically on one case study setting, and the findings are most relevant to that school for further dissemination and response, it is hoped that some generalisations may be drawn that could be applied more globally to other contexts. The findings from this research highlight the need for a response to the growing phenomenon of cyberbullying, which is resulting in distress and trauma for both our young people and for the school staff who are presently ill-equipped to respond to this issue. As demonstrated in this study, students seek strategies for coping and for managing cyberbullying, as both victims and bystanders, and are out of their depth in responding to this persistent wave of aggressive behaviour, which has, for many, become a part of their daily existence. Such a need has been reflected also in the Australian Government initiated Student Wellbeing Hub (2015), underpinned by the 2011 National Safe Schools Framework.

Given the majority of bullying, cyberbullying included, occurs with an audience, the role of the peer bystander in responding to and managing harassment cannot be underestimated, and it is recommended that use of this audience is maximised as a vehicle for intervention (Perren &

Gutzwiller-Helfenfinger, 2012; Salmivalli et al., 2010). Capitalising on the potential of an interventional response from bystanders has been recommended as a potential means of managing and responding to bullying in schools (Newman et al., 2000; Polanin et al., 2012; Salmivalli et al., 2010) and in relation to cyberbullying, exploring the empathic bystander response has been touted as a means of reducing victimisation (Salmivalli, 2010). The systematic focus on the bystander audience as a means of short-circuiting the cyberbullying phenomenon appears to be a sound strategy for further exploration. Interventions that encourage the bystander to further develop and apply empathy and to support the victim in a respectful manner are means that could mobilise bystanders and provide them with a sense of empowerment, which in the participant group of this study, was absent. Further research regarding how bystanders might stop or impede cyberbullying through particular responses would be a worthy future area of investigation.

As suggested in the Chapter 6, developing a values based approach to use in schools is recommended on the basis of the strong empathic response of bystanders in this research project. Bandura's (1977) Social Learning Theory, later renamed Theory of Cognitive Learning (Bandura, 1989) maintains that human behaviour is learned through observation and modelling. There was strong support of this concept in the responses, particularly those of students, in this research. It would appear that when observed as part of everyday life, cyberbullying becomes acceptable behaviour or 'the norm', and is, in effect, contagious in nature. The same argument could be framed for the imitation of pro-social behaviour; if the standard that is encouraged and actively supported is one of responding to cyberbullying by standing up to it, and promoting positive, respectful interaction, this, too, can be learned through observation and vicarious reinforcement. The fact that the vignette scenarios of this research project produced such a strong empathic response suggests that this could be an excellent starting point for further development of an intervention to be used in schools. Such an approach of using 'real life

stories' was strongly supported by the student voice in this research. Such an approach would highlight the potential impact of cyberbullying on victims, perpetrators and bystanders, and provide a framework for discussion and the development of pro-social norms.

The voice of both students and staff in this research has clearly stated that prevention of cyberbullying needs to become a priority to ensure the wellbeing of our young people. This study also demonstrates that the phenomenon of cyberbullying is impacting negatively on staff wellbeing, and while this researcher is unaware of any studies on the long-term effect of this issue, it can only be anticipated how great the impact of this consequence may be. As suggested earlier, (Chapter 1.6), there would be merit in exploring in depth with stakeholders their views on how processes might be managed with school settings.

This study demonstrated that staff members in the case study school were inadequately trained in relation to how to respond to cyberbullying and it is, therefore, recommended that the case study school should investigate this as an immediate priority. Greater dedicated attention to cyber safety, cyber responsibility, digital citizenship and respectful online relationships is strongly encouraged as an inclusion in the Middle Years curriculum. Such recommendations have immediate implications for the school leadership team and school staff, and should become part of a comprehensive ecological response, which can be conceptualised at multiple levels (Espelage et al., 2004), to achieve long-lasting and wide-reaching impact.

What would also appear a common sense strategy in response to this growing phenomenon would be a close working partnership with parents and families to ensure a shared message and approach as noted in the Joint Select Committee on Cyber-Safety (2011):

Cyber safety isn't like teaching your child to ride a bike. It's not a skill that you had when you were younger and that you can pass on to your child. It's an area where things are changing so much, so quickly, that as a parent you need constant reiteration and updating and strategies to protect our children (p. 276).

While cyber safety is but one aspect of responsible cyber citizenship, equally assisting our young people to manage and respond to cyberbullying is a modern day imperative. Communities should be encouraged to pool their collective resources and work in partnership to ensure a shared and consistent message is delivered. School wide policies relating to cyberbullying, that are accessible to families and students, are steps that will help to minimise misunderstanding. Sharing information about ways that both parents and educators can increase supervision and creating pathways for young people to report and communicate their concerns without fear of retribution are also important considerations. Most notably, cyber safety must stay on the agenda as an area requiring more active investigation and responsive intervention. This is something we owe our young people and anything less than a national commitment to addressing this violent and destructive phenomenon is inadequate.

REFERENCES

- Aboujaoude, E., Savage, M., Starcevic, V., & Salame, W. (2015). Cyberbullying: Review of an old problem gone viral. *Journal of Adolescent Health, 57*(1), 10-18.
- ACMA (Australian Communications and Media Authority), December, 2007. *Media and Communications in Australian Families 2007: Report of the Media and Society Research Project*. Retrieved from http://www.acma.gov.au/~media/mediacomms/Research%20library%20reports%20old/pdf/media_and_society_report_2007%20pdf.pdf
- ACMA (Australian Communications and Media Authority), February, 2016. Research snapshots: Aussie Teens and Kids Online. Retrieved from <http://acma.gov.au/theACMA/engage-blogs/engage-blogs/Research-snapshots/Aussie-teens-and-kids-online>
- Adams, S. (2007). Cyber-bullying: An emerging form of student aggression for the 'always-on generation'. *The Australian Educational Leader, 29*(2), 16-19, 41-42.
- Agatston, P., Kowalski, R., & Limber, S. (2007). Students' perspectives on cyber bullying. *Journal of Adolescent Health, 41*(6), 59-60.
- Agatston, P., Kowalski, R., & Limber, S. (2012). Youth views on cyberbullying. In J. Patchin & S. Hinduja (Eds.), *Cyberbullying prevention and response: Expert perspectives*, (pp.57-71). New York, NY: Routledge.
- Akbulut, Y., & Cuhadar, C. (2011). Reflections of preservice information technology teachers regarding cyberbullying. *Turkish Online Journal of Qualitative Inquiry, 2*(3), 67-76.
- Al-Ansari, H. (2006). Internet use by the faculty members of Kuwait University. *The Electronic Library, 24*(6), 791-803.
- Alsaker, F. D. (2004). Bernese program against victimization in kindergarten and elementary schools. In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 289-306). Cambridge, UK: Cambridge University Press.
- Altuna, J., Aydini, H., Ozfidan, B., & Amenadar, N. (2013). The digital user of social networks:

- A comparative, transcultural and intergenerational study. *International Journal of Educational Sciences*, 5(3), 598-610.
- Ananiadou, K., & Smith, P. (2002). Legal requirements and nationally circulated materials against bullying in European countries. *Criminology and Criminal Justice*, 2(4), 471- 491.
- Ando, M., Asakura, T., & Simons-Morton, B. (2005). Psychosocial influences on physical, verbal, and indirect bullying among Japanese early adolescents. *The Journal of Early Adolescence*, 25(3), 268-297.
- Andreou, E., & Metallidou, P. (2004). The relationship of academic and social cognition in behaviour in bullying situations among Greek primary school children. *Educational Psychology*, 24(1), 27-41.
- Ang, R., & Goh, D. (2010). Cyberbullying among adolescents: The role of affective and cognitive empathy, and gender. *Child Psychiatry and Human Development*, 41(4), 387-397.
- Ang, R., Tan, K., & Mansor, A. (2011). Normative beliefs about aggression as a mediator of narcissistic exploitativeness and cyberbullying. *Journal of Interpersonal Violence*, 26(13), 2619-2634.
- Arseneault, L., Bowes, L., & Shakoor, S. (2010). Bullying victimization in youths and mental health problems: 'Much ado about nothing'. *Psychological Medicine*, 40(5), 717-729.
- Atik, G., & Guneri, O. (2013). Bullying and victimization: Predictive role of individual, parental, and academic factors. *School Psychology International*, 34(6), 658-673.
- Atlas, R., & Pepler, D. (1998). Observations of bullying in the classroom. *Journal of Educational Research*, 92(2), 86-100.
- Auerbach, S. (2009). Screening out cyberbullies: Remedies for victims on the Internet playground. *Cardozo Law Review*, 30(4), 1641-1675.
- Australian Communications and Media Authority. (2009). *Use of electronic media and communications: Early childhood to teenage years. Findings from growing up in*

- Australia: *The longitudinal study of Australian children (3 to 4 and 7 to 8 year olds), and media and communications in Australian families (8 to 17 year olds)*, 2007. Canberra, Australia: Author.
- Australian Human Rights Commission. (2012). *Cyberbullying and the bystander: Research findings and insights report*. Child Health Promotion Research Centre, Edith Cowan University for the Australian Human Rights Commission. Retrieved from https://bullying.humanrights.gov.au/sites/default/files/content/bullying/bystanders/bystanders_results_insights_report.pdf
- Australina Psychological Society. (2015). *Stress and wellbeing: How Australians are coping. The findings of the Australian Psychological Society Stress and Wellbeing in Australia survey 2015*. Retrieved from <http://www.psychology.org.au/Assets/Files/PW15-SR.pdf>
- Baez, B. (2002). Confidentiality in qualitative research: Reflections on secrets, power and agency. *Qualitative Research*, 2(1), 35-58.
- Babbie, E. (2010). *The Practice of Social Research*. Belmont, CA: Wadsworth.
- Bailenson, J., Yee, N., Merget, D., & Schroeder, R. (2006). The effect of behavioral realism and form realism of real-time avatar faces on verbal disclosure, nonverbal disclosure, emotion recognition, and copresence in dyadic interaction. *Presence*, 15(4), 359-372.
- Baker, J. A. (1998). Are we missing the forest for the trees? Considering the social context of school violence. *Journal of School Psychology*, 36(1), 29-44.
- Baly, W., Cornell, P., & Lovegrove, P. (2014). A longitudinal investigation of self and peer reports of bullying victimization across middle school. *Psychology in the Schools*, 51(3), 217-240.
- Ball, S. (2007). Bystanders and bullying: A summary of research for Anti-Bullying Week. Retrieved from http://www.antibullyingalliance.org.uk/pdf/Bystanders_and_Bullying.pdf
- Ballard, M., Tucky, A., & Remley, T. (1999) Bullying and school violence: A proposed prevention program. *NASSP Bulletin*, 83(607), 38-47.

- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development. Vol. 6 Six theories of child development* (pp. 1-60). Greenwich, CT: JAI Press.
- Barak, A. (2005). Sexual harassment on the Internet. *Social Science Computer Review*, 23(1), 77-92.
- Bargh, J., McKenna, K., & Fitzsimons, G. (2002). Can you see the real me? Activation and expression of the “true self” on the Internet. *Journal of Social Issues*, 58(1), 33-48.
- Barlinska, J., Szuster, A., Winiewski, M. (2013). Cyberbullying among adolescent bystanders: Role of the communication medium, form of violence, and empathy. *Journal of Community & Applied Social Psychology*, 23(1), 37-51.
- Barlinska, J., & Wojtasik, L. (2008). Peer violence and electronic media - Research and social campaign. In M. Barbouski, & M. Diaconescu (Eds.), *Teenagers' actions and interventions online in Central and Eastern Europe. Potentials and empowerment, risks and victimization* (pp. 281-299). Cluj-Napoca, Romania: Cluj University Press, Bolyai University.
- Barnes, A., Cross, D., Lester, L., Hearn, L., Epstein, M., & Monks, H. (2012). The invisibility of covert bullying among students: Challenges for school intervention. *Australian Journal of Guidance and Counselling*, 22(2), 206-226.
- Bastiaensens, S., Vandesbosch, H., Poels, K., Van Cleemput, K., DeSmet, A., & De Bourdeaudhuij, I. (2015). ‘Can I afford to help?’ How affordances of communication modalities guide bystanders’ helping intentions towards harassment on social network sites. *Behaviour & Information Technology*, 34(4), 425-435.
- Bauman, S. (2007). Cyberbullying: A Virtual Menace. Paper presented at the National Coalition Against Bullying National Conference, November 2-4, 2007, Melbourne, Australia, Retrieved from <http://lms.wssc.vic.edu.au/Files/125/documents/cyberbullying%20bauman,%20s.pdf>

- Bauman, S. (2011). *Cyberbullying: What counselors need to know*. Alexandria, VA: American Counseling Association.
- Bauman, S. (2013). Cyberbullying: What does the research tell us? *Theory into Practice*, 52(4), 249-256.
- Bauman, S., & Bellmore, A. (2015). New Directions in Cyberbullying Research. *Journal of School Violence*, 14(1), 1-10.
- Bauman, S., & Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology*, 98(1), 219-231.
- Bauman, S., Rigby, K., & Hoppa, K. (2008). US teachers' and school counsellors' strategies for handling school bullying incidents. *Educational Psychology*, 28(7), 837-856.
- Bauman, S., Toomey, R., & Walker, J. (2012). Associations among bullying, cyberbullying, and suicide in high school students. *Journal of Adolescence*, 36(2), 341-350.
- Baym, N. (2010). *Personal Connections in the Digital Age*. Digital Media and Society Series. Cambridge, UK: Polity Press.
- Beale, A., & Hall, K. (2007). Cyberbullying: What school administrators (and parents) can do. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(1), 8-12.
- Beck, C. T. (2003). Seeing the forest for the trees: A qualitative synthesis project. *Journal of Nursing Education*, 42(1), 318-323.
- Belsey, B. (2006). Cyber-bullying: An emerging threat to the 'always on' generation. Retrieved from http://www.cyberbullying.ca/pdf/Cyberbullying_Article_by_Bill_Belsey.pdf
- Beran, T., & Li, Q. (2005). Cyber-harassment: a study of a new method for an old behavior. *Journal of Educational Computing Research*, 32(3), 265-277.
- Beran, T., & Li, Q. (2007). The Relationship between cyberbullying and school bullying. *Journal of Student Wellbeing*, 1(2), 15-33.
- Berdondini, L., & Smith, P.K. (1996). Cohesion and power in the families of children involved

- in bully/victim problems at school: An Italian replication. *Journal of Family Therapy*, 18(1), 99-102.
- Berger, J. (2013). Beyond viral: Interpersonal communication in the Internet age. *Psychological Inquiry*, 24, 293-296.
- Berkowitz, S. (1982). *An introduction to structural analysis: The network approach to social research*. Toronto, Canada: Butterworth.
- Bernard, H. (2011). *Research methods in anthropology* (5th ed.). Lanham, MD: AltaMira Press.
- Berson, I. (2003). Grooming cybervictims: The psychosocial effects of online exploitation of youth. *Journal of School Violence*, 2(1), 5-18.
- Berson, I., Berson, M., & Ferron, J. (2007). *Emerging risks of violence in the digital age: Lessons for educators from an online study of adolescent girls in the United States*. Retrieved from <http://www.ncsu.edu/meridian/sum2002/cybervilence/cyberviolence.pdf>
- Besag, V. (1989). *Bullies and victims in schools*. Milton Keynes. UK: Open University Press.
- Bhat, C. (2008). Cyberbullying: Overview and strategies for school counselors, guidance officers, and all school personnel. *Australian Journal of Guidance and Counseling*, 18(1), 53-66.
- Biocca, F., Harms, C., & Burgoon, J. (2003). Toward a more robust theory and measure of social presence: Review and suggested criteria. *Presence*, 12(5), 456-480.
- Blaikie, N. (1993). *Approaches to social enquiry*. Cambridge, UK: Polity Press.
- Blum, R. (1998). Healthy youth development as a model for youth health promotion: A review. *Journal of Adolescent Health*, 22(5), 368-375.
- Blumer, H. (1937). Social psychology. In E. Schmidt, (Ed.). *Man and Society* (pp. 144-198). Englewood Cliffs, NJ: Prentice-Hall.
- Bogdan, R., & Biklen, S. (1998). *Qualitative research in education: An introduction to theory and methods* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

- Boghossion, P. (2006). Behaviourism, Constructivism, and Socratic Pedagogy. *Educational Philosophy and Theory*, 38(6), 713-722.
- Bonanno, R., & Hymel, S. (2013). Cyberbullying and internalizing difficulties: Above and beyond the impact of traditional forms of bullying. *Youth Adolescence*, 42(5), 685-689.
- Bonanno, R., & Hymel, S. (2010). Beyond hurt feelings: Investigating why some victims of bullying are at greater risk for suicidal ideation. *Merrill-Palmer Quarterly*, 56(3), 420-440.
- Bond, E. (2010). Managing mobile relationships: Children's perceptions of the impact of the mobile phone on relationships in their everyday lives. *Childhood*, 17(4), 514-529.
- Bond, L., Carlin, J., Thomas, L., Ruin, K., & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Medical Journal*, 323(7311), 480-484.
- Booth, M. (1997). Health-promoting schools in Australia: Models and measurement. *Australian and New Zealand Journal of Public Health*, 21(4), 365-370.
- Bosworth, K., Espelage, D., & Simon, T. (1999). Factors associated with bullying behaviour in middle school students. *Journal of Early Adolescence*, 19(3), 341-362.
- Boulton, M. (1997). Lunchtime supervisors' attitudes towards playful fighting and ability to differentiate between playful and aggressive fighting: An intervention study. *British Journal of Educational Psychology*, 66, 367-381.
- Boulton, M., Trueman, M., & Flemington, I. (2002). Associations between secondary school pupils' definitions of bullying, attitudes towards bullying, and tendencies to engage in bullying: age and sex differences. *Educational Studies* 28(4), 353-370.
- Boulton, M., Trueman, M., & Murray, L. (2008). Associations between peer victimization and disrupted concentration on class work among junior school pupils. *British Journal of Educational Psychology*, 78, 473-489.

- Bowers, L., Smith, P., & Binney, V. (1994). Perceived family relationships of bullies, victims and bully/victims in middle childhood. *Journal of Social Personal Relationships, 11*(2), 215-232.
- Boyd, D., & Ellison, N. (2007). Social networking sites: Definition, history, and scholarship. *Journal of Computer Mediated Communication, 13*(1), 210-230.
- Boyd, N. (2000). *The beast within: Why men are violent*. Vancouver, Canada: Greystone.
- BoysTown. (2009). *Inquiry into bullying and young people*. Submission to the General Purpose Standing Committee No. 2 of the New South Wales Legislative Council. Retrieved from [http://www.parliament.nsw.gov.au/Prod/parlment/committee.nsf/0/56f6e18cefa7c854ca2575840017a729/\\$FILE/Submission%2028.pdf](http://www.parliament.nsw.gov.au/Prod/parlment/committee.nsf/0/56f6e18cefa7c854ca2575840017a729/$FILE/Submission%2028.pdf)
- BoysTown. (2010a). *Research Summary Report: Cyberbullying experiences, impacts and coping strategies*. Retrieved from www.kidshelp.com.au
- BoysTown. (2010b). *Kids Helpline Information sheet: Bullying, Harassment and Physical Violence*. Retrieved from www.kidshelp.com.au
- Bradshaw, C., Sawyer, A., & O'Brennan, L. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review, 36*(3), 361-382.
- Bradshaw, C., Sawyer, A., & O'Brennan, L. (2008). Examining the relationship among frequent involvement in bullying, school connectedness, and attitudes towards retaliation. *Professional School Counseling, 12*(1), 100-115.
- Brady, K., & Conn, K. (2006). Bullying without borders: The rise of cyberbullying in America's schools. *School Business Affairs, 72*(9), 8-10.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.
- Breguet, T. (2007). *Frequently asked questions about cyberbullying*. New York, NY: Rosen.
- Brody, N., & Vangelisti, A. (2016). Bystander Intervention in Cyberbullying. *Communication*

- Brown, B. (2004). Adolescents' relationships with peers. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 363-394). New York, NY: Wiley.
- Brown, S. (2014). Middle school teachers' perspectives of classroom bullying. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1134&context=dissertations>
- Brown, K., Jackson, M., & Cassidy, W. (2006). Cyber-bullying: Developing policy to direct responses that are equitable and effective in addressing this social form of bullying. *Canadian Journal of Educational Administration and Policy*, 57, 1-36.
- Brown, E., Low, S., Smith, B., & Haggerty, K. (2011). Outcomes from a school-randomized controlled trial of Steps to Respect: A bullying prevention program. *School Psychology Review*, 40(3), 423-443.
- Brunstein Klomek, A., Sourander, A., & Gould, M. (2010). The association of suicide and bullying in childhood to young adulthood: A review of cross-sectional and longitudinal research findings. *Canadian Journal of Psychiatry. Revue Canadienne de Psychiatrie*, 55(5), 282-285.
- Burgess-Proctor, A., Patchin, J., & Hinduja, S. (2010). Cyberbullying and online harassment: Reconceptualizing the victimization of adolescent girls. In V. Garcia and J. Clifford (Eds.) *Female crime victims: reality reconsidered* (pp. 162-176). Upper Saddle River, NJ: Prentice Hall.
- Byers, D., Caltabiano, N., & Caltabiano, M. (2011). Teachers' attitudes towards overt and covert bullying, and perceived efficacy to intervene. *Australian Journal of Teacher Education*, 36(11), 105-119.
- Cairns, R., & Cairns, B. (1991). Social cognition and social networks: A developmental perspective. In D. J. Pepler & K. H. Rubins (Eds.), *The development and treatment of childhood aggression* (pp. 411-448). Hillsdale, NJ: Lawrence Erlbaum.
- Campbell, M. (2005a). Cyber-bullying: An old problem in a new guise? *Australian Journal of*

- Campbell, M. (2005b). The impact of the mobile phone on young people's life. Paper presented at the Social Change in the 21st Century conference, Centre for Social Change Research, Queensland University of Technology.
- Campbell, M. (2007). Cyber-bullying and young people: Treatment principles not simplistic advice. In www.scientist-practitioner-com, (Paper of the week), 23 February. Retrieved from <http://eprints.qut.edu.au/14903/1/14903.pdf>
- Campbell, M., Butler, D., & Kift, S. (2008). A school's duty to provide a safe learning environment: Does this include cyberbullying? *Australia & New Zealand Journal of Law & Education, 13(2)*, 21-32.
- Campbell, M., Cross, D., Spears, B., & Slee, P. (2010). Cyberbullying – legal implications for schools. *Occasional paper 118*. Melbourne: Centre for Strategic Education. Retrieved from <http://eprints.qut.edu.au/40772/>
- Campbell, M., Spears, B., Slee, P., Butler, D. (2011). The prevalence of cyberbullying in Australia. Paper presented at 5th World Conference and IV Iberoamerican Congress on Violence in School. Investigations, interventions, evaluations and public policies. Mendoza, Argentina. Retrieved from <https://goo.gl/IEQqQv>.
- Campbell, M., Spears, B., Slee, P., Butler, D., & Kift, S. (2012). Victims' perceptions of traditional and cyberbullying, and the psychosocial correlates of their victimisation. *Emotional and Behavioural Difficulties, 17(3-4)*, 389-401.
- Carroll, L., & Rothe, J. (2010). Levels of reconstruction as complementarity in mixed methods research: A social theory-based conceptual framework for integrating qualitative and quantitative research. *International Journal of Environmental Research and Public Health, 7(9)*, 3478-3488.
- Carter, S., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health*

- Cassidy, W., Brown, K., & Jackson, M. (2011). Moving from cyber-bullying to cyber-kindness: What do students, educators and parents say? In E. Dunkels, G-M. Franberg & C. Hallgren (Eds.), *Youth culture and net culture: Online social practices* (pp. 256-277). Pennsylvania, PA: ICIC Global Press. doi:10.4018/978-1-60960-209-3.ch015.
- Cassidy, W., Brown, K., & Jackson, M. (2012). 'Under the radar': Educators and cyberbullying in schools. *School Psychology International, 33(5)*, 520-532.
- Cassidy, W., Faucher, C., & Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International, 34(6)*, 575-612.
- Catalano, R., Mazzab, J., Harachia, T., Abbott, R., Haggerty, K., & Fleminga, C. (2003). Raising healthy children through enhancing social development in elementary school: Results after 1.5 years. *Journal of School Psychology, 41(2)*, 143-164.
- Charon, J. (2001). *Symbolic interactionism: An introduction, an interpretation, an integration*. Upper Saddle River, NJ: Prentice Hall.
- Cheng, Y., Chen, L., Ho, H., & Cheng, L. (2011). Definition of school bullying in Taiwan: A comparison of multiple perspectives. *School Psychology International, 32(3)*, 227-243.
- Chesson, R. (1999). Bullying: The need for an interagency response. *British Medical Journal, 319(7206)*, 330-331.
- Chibbaro, J. (2007). School counselors and the cyberbully: Interventions and implications. *Professional School Counselling, 11(1)*, 65-67.
- Childnet International. (2014). Cyberbullying - Supporting school staff. Retrieved from http://www.digizen.org/downloads/cyberbullying_teachers.pdf
- Chisholm, J. (2006). Cyberspace violence against girls and adolescent females. *Annals New York Academy of Sciences, 1087*, 74-89.
- Chou, C., & Peng, H. (2011). Promoting awareness of Internet safety in Taiwan in-service

- teacher education: A ten-year experience. *The Internet and Higher Education*, 44(1), 44-53.
- Christensen, L., & Aldridge, J. (2012). *Critical pedagogy for early childhood and elementary educators*. New York and London: Springer Science & Business Media.
- Clarke, B. (2013). *Parents' Perceptions and Awareness of Cyberbullying of Children and Adolescents*. Dissertations & Theses. Retrieved from <http://aura.antioch.edu/etds>
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data analysis: Complementary strategies*. Thousand Oaks, CA: Sage.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. Oxon, UK: Routledge.
- Cohen, D., & Strayer, J. (1996). Empathy in conduct-disordered and comparison youth. *Developmental Psychology*, 32(6), 988-998.
- Collin, P., Rahilly, K., Richardson, I., & Third, A. (2011). *The benefits of social networking services: A literature review*. Melbourne, Australia: Cooperative Research Centre for Young People, Technology and Wellbeing.
- Collins, L. (2008, January 21). Annals of crime: friend game. Behind the online hoax that led to a girl's suicide. *The New Yorker*. Retrieved from www.newyorker.com/reporting/2008/01/08012fa_fact_collins
- Congalton, A., & Daniel, A. (1976). *The individual in the making*. Sydney, Australia: Wiley.
- ConsumerReports.Org. (2011, June). *That Facebook friend might be 10 years old, and other troubling news*. Retrieved from <http://www.consumerreport.org/cro/magazine-archive/2011/june/electronics-computers/state-of-the-net/facebook-concerns/index.htm>
- Coolican, H. (2014). *Research methods and statistics in psychology*. New York: Psychology Press.
- Cook, T., & Leviton, L. (1980). Reviewing the literature. A comparison of traditional-methods with meta-analysis. *Journal of Personality*, 48(4), 449-472.

- Cook, C., Williams, K., Guerra, N., & Kim, T. (2010). Variability in the prevalence of bullying and victimization: A cross-national and methodological analysis. In S. Jimerson, S. Swearer & D. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 347-362). New York, NY: Routledge.
- Copeland, W., Wolke, D., Angold, A., & Costello, E. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *JAMA Psychiatry*, 7(4), 419-426.
- Correa, T. (2014). Bottom-Up technology transmission within families: Exploring how youths influence their parents' digital media use with dyadic data. *Journal of Communication*, 64(1), 103-124.
- Cowie, H., & Jennifer, D. (2008). *New perspectives on bullying*. Berkshire, England: Open University Press.
- Cowie, H., & Olafsson, R. (2000). The role of peer support in helping the victims of bullying in a school with high levels of aggression. *School Psychology International*, 21(1), 79-95.
- Coy, D. (2001). Bullying. ERIC CASS Digest no. ED4594505. Retrieved from <http://ericdigests.org/2002-3/bullying.htm>
- Coyne, S., Archer, J., & Eslea, M. (2006). We're not friends anymore! Unless ...: The frequency and harmfulness of indirect, relational, and social aggression. *Aggressive Behavior*, 32(4), 294-307.
- Craig, W., & Pepler, D. (1995). Peer processes in bullying and victimization: An observational study. *Exceptionality Education Canada*, 5, 81-95.
- Craig, W., Pepler, D., & Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *Canadian Journal of School Psychology*, 13(2), 41-59.
- Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*.

- (2nd ed.). Thousand Oaks: Sage.
- Creswell, J. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson/Merrill Education.
- Creswell J., & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Creswell, J., Plano Clark, V., Gutmann, M., & Hanson, U. (2003). Advanced mixed methods research design. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research* (pp. 201-240). Thousand Oaks, CA: Sage.
- Crick, N., & Dodge, K. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115(1), 74-101.
- Crick, N., & Grotpeter, J. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66(3), 710-722.
- Cross, D. (2008). Cyberbullying: International comparisons, implications, and recommendations. Paper presented at 20th biennial meeting of the International Society for the Study of Behavioural Development, Wurzburg, Germany.
- Cross, D., Brown, D., Epstein, M., & Shaw, T. (2010). Cyber Friendly Schools Project: Strengthening school and families' capacity to reduce the academic, social, and emotional harm secondary students experience from cyberbullying. *Aggressive Behavior*, 42(2), 166-180. doi:10.1002/ab.21609.
- Cross, D., Epstein, M., Hearn, L., Slee, P., Shaw, T., & Monks, H. (2011). National Safe Schools Framework: Policy and Practice to Reduce Bullying in Australian Schools. *International Journal of Behavioural Development*, 35(5), 398-404.
- Cross, D., Hall, M., Hamilton, G., Pintabona, Y., & Erceg, E. (2004). 'Australia: the Friendly Schools Project'. In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 187-210). Cambridge, UK: Cambridge University Press.

- Cross, D., Lester, L., & Barnes, A. (2015). A longitudinal study of the social and emotional predictors and consequences of cyber and traditional bullying victimisation. *International Journal of Public Health*, 60(2), 2017-217.
- Cross, D., Monks, H., Campbell, M., Spears, B., & Slee, P. (2011). School-based strategies to address cyberbullying. Centre for Strategic Education Occasional Papers. Retrieved from <http://eprints.qut.edu.au/41318/>
- Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. (2009). *Australian Covert Bullying Prevalence Study (ACBPS)*. Child Health Promotion Research Centre, Edith Cowan University, Perth. Retrieved from https://docs.education.gov.au/system/files/doc/other/australian_covert_bullying_prevalence_study_executive_summary.pdf.
- Cross, D., & Walker, J. (2012). Using research to inform cyberbullying prevention and intervention. In S. Bauman, D. Cross, & J. Walker (Eds.), *Principles of cyberbullying research: Definition, methods and measures* (pp. 274-293). New York: Routledge.
- Crothers, L., & Kolbert, J. (2008). Tackling a problematic behavior management issue: Teachers' intervention in childhood bullying problems. *Intervention in School and Clinic*, 43(3), 132-139.
- Crotty, M. (1998). *The foundations of social science research: meaning and perspective in the research process*. St Leonards, NSW: Allen and Unwin.
- Crozier, W., & Skliopidou, E. (2002). Adult recollections of name-calling at school. *Educational Psychology*, 22(1), 113-124.
- Cuneo, C., & McDougall, B. (2013, May 9). Police spoke to bullies day after Medeleine Milne died. *The Daily Telegraph*. Retrieved from <http://www.dailytelegraph.com.au/police-spoke-to-bullies-day-after-madeleine-milne-died/story-e6freuy9-1226637923718>.

- Dahl, R. (2004). Adolescent Brain Development: A period of vulnerabilities and opportunities (Keynote address). New York Academy of Sciences. Retrieved from http://pmbcii.psy.cmu.edu/dahl/Dahl_Adolescent_brain_development.pdf
- Daniels, J. (2002). Foreword. In J. Anderson & T. van Weert (Eds.), *Information and Communication Technology in Education – A Curriculum for Schools and Programme for Teacher Development* (pp. 3-4) Paris: UNESCO.
- David-Ferdon, C., & Feldman Hertz, M. (2007). Electronic media, violence and adolescents: An emerging public health problem. *Journal of Adolescent Health, 41*(6) 1-5.
- David-Ferdon, C., & Hertz, M. (2009). *Electronic media and youth violence: A CDC Issue brief for researchers*. Atlanta, GA: Centers for Disease Control and Prevention.
- Davis, S., & Davis, J. (2007). *School where everyone belongs: Practical strategies for reducing bullying*. Champaign, IL: Research Press.
- Davis, S., & Nixon, C. (1996). Empowering bystanders. In J. W. Patchin & S. Hinduja (Eds.), *Cyberbullying prevention and response: Expert perspectives* (pp. 93-113). New York, NY: Routledge.
- Dehue, F. (2012). Cyberbullying research: New perspectives and alternative methodologies. Introduction to the Special Issue. *Journal of Community and Applied Social Psychology, 23*(1), 1-6.
- Dehue, F., Bolman, C., & Vollink, T. (2008). Cyberbullying: Youngsters' experiences and parental perception. *Cyberpsychology and Behavior, 11*(2), 217-223.
- Del Rey, R., Elipe, P., & Ortega-Ruiz, R. (2012). Bullying and cyberbullying: Overlapping and predictive value of the co-occurrence. *Psicothema, 24*(4), 608-613.
- Dempsey, A., Sulkowski, M., Dempsey, J., & Storch, E. (2011). Has cyber technology produced a new group of peer aggressor? *Cyberpsychology, Behaviour, and Social Networking, 14*(5), 297-302.
- Denscombe, M. (1998). *The good research guide for small-scale social research projects*.

Buckingham, UK: Open University Press.

Denscombe, M. (2014). *The good research guide: For small-scale social research projects*.

Maidenhead, UK: McGraw-Hill Education.

Denzin, N. (2000). Aesthetics and the practices of qualitative inquiry. *Qualitative Inquiry*, 6(2), 256-265.

Denzin, N., & Lincoln, Y. (1998). Entering the field of qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 1-34). Thousand Oaks, CA: Sage.

Denzin, N., & Lincoln, Y. (Eds.). (2000). *Handbook of Qualitative Research*. London, UK: Sage.

Depeng, J., Walsh, M., & Leenak, A. (2011). The linkage between childhood bullying behaviour and future offending. *Criminal Behaviour and Mental Health*, 21(2), 128-135.

DeSmet, A., Aalterman, N., Bastiaensens, S., Vandebosch, H., Cardon, G., & De Bourdeaudhuis, I. (2015). Secondary school educators' perception and practices in handling cyberbullying among adolescents: A cluster analysis. *Computers and Education*, 88, 192-201.

DeSmet, A., Bastiaensens, S., van Cleemput, K., & De Bourdeaudhuij, I. (2012). Mobilizing bystanders of cyberbullying: An exploratory study into behavioural determinants of defending the victim. *Studies in health technology and informatics*, 181, 58-63.

DeSmet, A., Veldeman, C., Poels, K., Bastiaensens, S., van Cleemput, K., Vandebosch, H., & De Bourdeaudhuij, I. (2014). Determinants of self-reported bystander behaviour in cyberbullying incidents among adolescents. *Cyberpsychology, Behaviour, and Social Networking*, 17(4), 207-215.

Devine, P., & Lloyd, K. (2012). Internet use and psychological well-being among 10-year-old and 11-year-old children. *Child Care in Practice*, 18(1), 5-22.

- Devlin, A. (1997). Offenders at school: links between school failure and aggressive behaviour. In D. Tattum, & H. Graham (Eds.), *Bullying: Home, school and community* (pp. 149-158). London, UK: David Fulton.
- Diamanduros, T., Downs, E., & Jenkins, S. (2008). The role of school psychologists in the assessment, prevention, and intervention of cyberbullying. *Psychology in the Schools*, 45(8), 693-704.
- Dinkes, R., Kemp, J., Baum, K., & Snyder, T. D. (2009). Indicators of school crime and safety. 2007. Retrieved from <https://nces.ed.gov/pubs2010/2010012.pdf>
- Doll, B., Song, S., & Siemers, E. (2004). Classroom ecologies that support or discourage bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 161–183). Mahwah, NJ: Lawrence Erlbaum.
- Donaghey, K. (2011, July 24). Cyber bullying victim Dannii Sanders let down by authorities. *Courier Mail*, Australia. Retrieved from <http://www.couriermail.com.au/news/queensland/cyber-bullying-victim-dannii-sanders-let-down-by-mental-health-system-say-parents/story-e6freoof-1226100469604>
- Dooley, L. (2002). Case study research and theory building. *Advances in Developing Human Resources*, 4(3), 335-354.
- Dooley, J., Gradinger, P., Strohmeier, D., Cross, D., & Spiel, C. (2010). Cyber-victimisation: The association between help-seeking behaviours and self-reported emotional symptoms in Australia and Austria. *Australian Journal of Guidance & Counselling*, 20(2), 194-209.
- Dooley, J., Pyzalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying. A theoretical and conceptual review. *Journal of Psychology*, 217(4), 182-188.
- Draper, A. (2004) Workshop on ‘Developing qualitative research method skills: analysing and applying your results’. The principles and application of qualitative research. *Proceedings of the Nutrition Society* 63(4), 641-646.

- Dredge, R., Gleeson, J., & de la Piedad Garcia, X. (2014). Risk factors associated with impact severity of cyberbullying victimization: A qualitative study of adolescent online social networking. *Cyberpsychology, Behavior, and Social Networking*, 17(5), 287-291.
- Drogin, E., & Young, K. (2008). Forensic mental health aspects of adolescent “cyber bullying”: A jurisprudent science perspective. *The Journal of Psychiatry & Law*, 36(4), 679-690.
- Durkee, T., Hadlaczky, G., Westerlund, M., & Carlin, V. (2011). Internet pathways in suicidality: A review of the evidence. *International Journal of Environmental Research and Public Health*, 8(10), 3938-3952.
- Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Eady, M., & Lockyer, L. (2013). *Tools for learning: Technology and teaching strategies, Learning to teach in the primary school*. Brisbane, Australia: Queensland University of Technology.
- Eden, S., Heiman, T., & Olenik- Shemesh, D. (2012). Teachers’ perceptions, beliefs and concerns about cyberbullying. *British Journal of Educational Technology*, 44(60), 1036-1052.
- Edwards, R. (2000). *An investigation of upper primary students’ understanding and use of anti-bullying strategies*. Paper presented at the AARE Conference, Sydney.
- Eisenhart, M. (1998). On the subject of interpretive reviews. *Review of Educational Research*, 68(4), 391-399.
- Ellison, N., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites. *Journal of Computer Mediated Communication*, 12(4), 1143-1168.
- Emery, H. (2013). Tackling the growing issue of cyber-bullying in schools. *British Journal of School Nursing*, 8(10), 496-497.

- Engeström, Y. (1995). Innovative organizational learning in medical and legal settings. In L. Martin, K. Nelson & E. Tobach (Eds.), *Sociocultural psychology: Theory and practice of doing and knowing* (pp. 326-356) Cambridge, UK: Cambridge University Press.
- Erb, T. (2006). Cyberbullying: A growing threat to young adolescent well-being. *Middle School Journal*, 38(2), 2-22.
- Erder-Baker, O. (2010). Cyberbullying and its correlation to traditional bullying, gender and frequent and risky usage of internet-mediated communication tools. *New Media & Society*, 12(1), 102-125.
- Eslea, M., & Smith, P. (1998). The long-term effectiveness of anti-bullying work in primary schools. *Educational Research*, 40(2), 203-218.
- Espelage, D. L. (2002). *Bullying in early adolescence: The role of the peer group*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Espelage, D., Bosworth, K., & Simon, J. (2001). Short-term stability and prospective correlates of bullying in middle school: An examination of potential demographic, psychosocial, and environmental influences. *Violence & Victims*, 16(4), 411-426.
- Espelage, D., Gutsell, E., & Swearer, S. (Eds.). (2004). *Bullying in American schools: A social-ecological perspective on prevention and intervention*. Mahwah, NJ: Lawrence Erlbaum.
- Espelage, D., & Holt, M. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2(2/3), 123-142.
- Espelage, D., & Swearer, S. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, 32(3), 365-383.
- Espelage, D., & Swearer, S. (2010). *Bullying in North American schools*. New York, NY: Routledge.
- Fanti, K., Demetriou, A., & Hawa, V. (2012). A longitudinal study of cyberbullying: examining risk and protective factors. *European Journal of Developmental Psychology*, 9(2), 168-181.

- Farrington, D., & Ttofi, M. (2009). School-based programs to reduce bullying and victimization, *Campbell Systematic Reviews*. Oslo, Norway: The Campbell Collaboration.
- Felson, M., & Clarke R. (1998). *Opportunity makes the thief: Practical theory for crime prevention*. Police Research Series Paper 98, London, UK: Home Office.
- Festl, R., & Quandt, T. (2013). Social relations and cyberbullying: The influence of individual and structural attributes on victimization and perpetration. *Human Communication Research*, 39(1), 101-126.
- Fenaughty, J., & Harre, N. (2013). Factors associated with young people's successful resolution of distressing electronic harassment. *Computers & Education*, 61, 242-250.
- Festl, R., Scharkow, M., & Quandt, T. (2015). The individual or the group: A multilevel analysis of cyberbullying in school classes. *Human Communication Research*, 41(4), 535-556.
- Finlay, L. (2002a). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209-230.
- Finlay, L. (2002b). 'Outing' the Researcher: The Provenance, Principles and Practice of Reflexivity. *Qualitative Health Research*, 12(4), 531-545.
- Fisbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.
- Fletcher, P. (2015, June 30). "New law Enhancing Online Safety for Children Commences 1 July". Retrieved from http://www.minister.communications.gov.au/paul_fletcher/news/new_law_enhancing_online_safety_for_children_commences_1_july#.WJmiQrZ97sk
- Flood, G. (1999). *Beyond phenomenology: Rethinking the study of religion*. London, UKL: Cassell.
- Frey, K., Hirschstein, M., Edstrom, L., & Snell, J. (2009). Observed reductions in school bullying, nonbullying aggression, and destructive bystander behavior: A longitudinal evaluation. *Journal of Educational Psychology*, 101(2), 466-481.

- Fonagy, P., Twemlow, S., Vernberg, E., Sacco, F., & Little, T. (2005). Creating a peaceful school learning environment: the impact of an antibullying program on educational attainment in elementary school. *Medical Science Monitor*, 11(7), 317-323.
- Fong, C., & Espelage, D. (2015). Title Registration for a Systematic review: Anti-Cyberbullying Interventions for Reducing Cybervictimization in Youth: A Systematic Review. Oslo, Norway: The Campbell Collaboration.
- Ford, D. (2007). Cyber bullying. Sydney. Retrieved from <http://www.emilford.com.au/web/documents/Cyber-Bullying.pdf>
- Forero, R., McLellan, L., Rissel, C., & Bauman, A. (1999). Bullying behaviour and psychosocial health among school students in New South Wales, Australia: cross sectional survey, *BMJ*, 319(7206), 344-348.
- Fulton, S., & Krainovich-Miller, B. (2010). Gathering and appraising the literature. In LoBiondo-Wood, G., Haber, J. (Eds.), *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice*. (7th ed.; pp. pp. 56-84). St. Louis, MO: Mosby Elsevier.
- Galloway, D. M., & Roland, E. (2004). Is the direct approach to bullying always best? In P. K. Smith, D. Pepler & K. Rigby (Eds.), *Bullying in schools: How successful can interventions be?* (pp. 37-53). Cambridge, UK: Cambridge University Press.
- Garcia-Martin, J., & Garcia-Sanchez, J. (2013). Patterns of Web 2.0 tool use among young Spanish people. *Computers & Education*, 67, 105-120.
- Gastic, B. (2008) School truancy and the disciplinary problems of bullying victims. *Educational Review*, 60(4), 391-404.
- Gáti, Á., Tényi, T., Túry, F., & Wildmann, M. (2002). Anorexia nervosa following sexual harassment on the Internet: A case report. *The International Journal of Eating Disorders*, 31(4), 474-477.
- Gillespie, A. (2006). Cyberbullying and harassment of teenagers: The legal response. *Journal of Social Welfare & Family Law*, 28(2), 1233-1336.

- Gini, G., & Espelage, D. (2014). Peer victimization, cyberbullying, and suicide risk in children and adolescents. *The Journal of American Medical Association*, 312(5), 545-546.
- Gladstone, G. L., Parker, G. B., & Malhi, G. S. (2006). Do bullied children become anxious and depressed adults? A cross-sectional investigation of the correlates of bullying and anxious depression. *Journal of Nervous and Mental Disease*, 194(3), 201- 208.
- Glaser, B. G. (2005). The grounded theory perspective. Vol. 111: Theoretical Coding. Mill Valley, CA: Sociology Press.
- Glew, G., Fan, M., Katon, W., Rivara, F., & Kermic, M. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. *Pediatric Adolescent Medicine*, 159(11), 1026-1031.
- Goddard, C. (2007). Cyber world bullying. *The Illinois School Journal*, 75(6), 13-20.
- Goebert, D., Else, I., Matsu, C., Chung-Do, J., & Chang, J. Y. (2011). The impact of cyberbullying on substance use and mental health in a multiethnic sample. *Maternal And Child Health Journal*, 15(8), 1282-1286.
- Goldstein, S. E. (2015). Parental regulation of online behavior and cyber aggression: Adolescents' experiences and perspectives. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 9(4), article 1. doi: 10.5817/CP2015-4-2.
- Good Schools Guide. (2013). "How bullying is being eliminated in Australian schools". Retrieved from <https://www.goodschools.com.au/insights/education-updates/how-bullying-is-being-eliminated-in-australian-schools>.
- Gorzig, A., & Olafsson, K. (2013). What makes a bully a cyberbullying? Unraveling the characteristics of cyberbullies across twenty-five European countries. *Journal of Childrenand Media*, 7, 9-27.
- Gottfredson, D., Gottfredson, G., & Hybl, L. (1993). Managing adolescent behaviour: A multiyear, multischool study. *American Educational Research Journal*, 30(1), 179-215.
- Gradinger, P., Strohmeier, D., & Spiel, C. (2009). Traditional bullying and cyberbullying:

- Identification of risk groups for adjustment problems. *Journal of Psychology*, 217(4), 205-213.
- Graham, S. (2010). What educators need to know about bullying behaviors. *Phi Delta Kappan* 92(1), 66-69.
- Green, M. (2006) Bullying in schools: a plea for measure of rights, *Journal of Social Issues*, 62(1), 63-79.
- Green, L., Brady, D., Olafsson, K., Hartley, J., & Lumby, C. (2011). Risks and safety for Australian children on the Internet: Full findings from the AU Kids Online survey of 9-16 year olds and their parents. *Cultural Science*, 4(1), 1-73.
- Greenberg, M., Domitrovich, C., & Bumbarger, B. (2001). The prevention of mental disorders in school-aged children: Current state of the field. *Prevention and Treatment*, 4(1), 1-59.
- Greener, I. (2011). *Designing social research: A guide for the bewildered*. London, UK: Sage.
- Greenhow, C., Robelia, B., & Hughes, J. (2009). Learning, teaching and scholarship in a digital age: Web 2.0 and classroom research: what path should we take now? *Educational Researcher*, 38(4), 246-259.
- Greenwood D., & Levin, M. (2000). Reconstructing the relationship between universities and society through action research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.; pp. 85-106), Thousand Oaks, CA: Sage.
- Griezel, L., Craven, R., Yeung, A., & Finger, L. (2008). The development of a multi-dimensional measure of cyber bullying. Paper presented at the *Australian Association for Research in Education Conference*, Changing Climates: Education for Sustainable Futures. Brisbane, Australia. Retrieved from <http://www.aare.edu.au/data/publications/2008/gri08737.pdf>
- Griffin, R., & Gross, A. (2004). Childhood bullying: Current empirical findings and future directions for research. *Aggression and Violent Behavior*, 9(4), 379-400.

- Guba, E., & Lincoln, Y. (1998). Competing paradigms in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *The landscape of qualitative research: Theories and issues* (pp. 195-220). Thousand Oaks, CA: Sage.
- Harmon, A. (2004, August 26). Internet Gives Teenage Bullies Weapons ... from afar. New York Times. Retrieved from <http://www.nytimes.com./2004/08/26/education>
- Hawker, D., & Boulton, M. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(4), 441-455.
- Hawkins, D., Pepler, D., & Craig, W. (2001). Naturalistic observations of peer intervention in bullying. *Social Development*, 10(4), 512-527.
- Hay, C. & Meldrum, R. (2010). Bullying victimization and adolescent self-harm: Testing hypotheses from General Strain Theory. *Journal of Youth Adolescence*, 39(5), 446-459.
- Hazen, E., Schlozman, S., & Beresin, E. (2008). Adolescent psychological development: A review. *Pediatrics in Review*, 29(5), 161-168.
- Hazler, R. (1996). *Breaking the cycle of violence: Interventions for bullying and victimization*. Washington, DC: Taylor & Francis.
- Hazler, R., Miller, D., Carney, J., & Green, S. (2001). Adult recognition of school bullying situations. *Educational Research*, 43(2), 133-146.
- Healey, J. (Ed.). (2001). Bullying and Youth Violence. *Issues in Society*, 154. Thirroul Australia: The Spinney Press.
- Heiman, T. (2010). Cyberbullying: Coping with negative and enhancing positive uses of new technologies, in relationship in educational settings. Paper presented at COST IS 0801 Conference 2011. Retrieved from http://www.nordicom.gu.se/sites/default/files/kapitel-pdf/334_ASEU%20frisen.pdf
- Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods*. Los Angeles, CA: Sage.

- Hemphill, S., Heerde, J., & Gomo, R. (2014). *A conceptual definition of school-based bullying for the Australian research and academic community*. Canberra, Australia: Australian Research Alliance for Children and Youth.
- Hemphill, S., Tollit, M. & Kotevski, A. (2012). Rates of bullying perpetration and victimisation: A longitudinal study of secondary school students in Victoria, Australia. *Pastoral Care in Education, 30*(2), 99-112.
- Hemphill, S., Tollit, M., Kotevski, A. & Heerde, J. (2015). Predictors of traditional and cyber-bullying victimization: A longitudinal study of Australian secondary students. *Journal of Interpersonal Violence, 30*(15), 2567-2590.
- Herring, S. (2002). Computer-mediated communication on the Internet. *Annual Review of Information Science and Technology, 36*(1), 109-168.
- High, B., Calco, M., Clinton, C., Epling, J., Johnston, D., Mitchell, C., & Sides, R. (2007). *Bullycide in America: Moms speak out about the bullying/suicide connection*. Bethesda, MD: JBS Publishing.
- Hinduja, S., & Patchin, J. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of School Violence, 6*(3), 89-112.
- Hinduja, S., & Patchin, J. (2008). Cyberbullying: An exploratory analysis of factors relating to offending and victimization. *Deviant Behavior, 29*(2), 129-156.
- Hinduja, S., & Patchin, J. (2009). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying*. Thousand Oaks, CA: Sage.
- Hinduja, S., & Patchin, J. (2010a). Cyberbullying and self-esteem. *Journal of School Health, 80*(12), 614-621.
- Hinduja, S., & Patchin, J. (2010b). *Cyberbullying Identification, Prevention and Response*. Cyberbullying Research Center. Retrieved from <http://cyberbullying.org/cyberbullying-research-summary-cyberbullying-and-strain>.
- Hinduja, S., & Patchin, J. (2010c). Bullying, cyberbullying and suicide. *Archives of Suicide*

- Hinduja, S., & Patchin, J. (2012a). *School climate 2.0: Reducing teen technology misuse by reshaping the environment*. Thousand Oaks, CA: Sage.
- Hinduja, S., & Patchin, J. (2012b). Cyberbullying: Neither an epidemic nor a rarity. *European Journal of Developmental Psychology, 9(5)*, 539-543.
- Hinduja, S., & Patchin, J. (2013). Social influences on cyberbullying behaviors among middle and high school students. *Journal of Youth and Adolescence, 42(5)*, 711-722.
- Hinduja, S., & Patchin, J. (2014). *Cyberbullying Identification, Prevention and Response*. Cyberbullying Research Center. Retrieved from <http://cyberbullying.org/Cyberbullying-Identification-Prevention-Response.pdf>.
- Hoff, D., & Mitchell, S. (2009). Cyberbullying: Causes, effects, and remedies. *Journal of Educational Administration, 47(5)*, 652-665.
- Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. Cambridge, UK: Cambridge University Press.
- Holloway, I. (1997). *Basic Concepts for Qualitative Research*. Oxford, UK: Blackwell Science.
- Houghton, S., Hunter, S., Rosenberg, M., Wood, L., Zadow, C., Martin, K., & Shilton, T. (2015). Virtually impossible: Limiting Australian children and adolescents daily screen based media use. *BMC Public Health, 15(1)*, 1-11.
- Huang, C., & Chou, C. (2013). Revisiting cyberbullying: Perspectives from Taiwanese teachers. *Computers and Education, 63*, 227-239.
- Humphrey, N., Lendrum, A., & Wigelsworth, M. (2013). Making the most out of school-based prevention: Lessons from the social and emotional aspects of learning (SEAL) programme. *Emotional and Behavioural Difficulties, 18(3)*, 248-260.
- Hutchinson, M. (2012). Exploring the impact of bullying on young bystanders. *Educational Psychology in Practice, 28(4)*, 425-442.

- Ihnat, L. & Smith, D. (2013). Solutions for bullying: Intervention training for pre-service teachers. *Journal of Teaching and Learning*, 9(1). Retrieved from <http://www.phaenex.uwindsor.ca/ojs/leddy/index.php/JTL/article/view/3604>
- ITU (2014). The World in 2014: ICT Facts and Figures. International Telecommunication Union, Geneva.
- Internet World Stats: Usage and population statistics (2012). *World Internet usage and population statistics June 2012*. Retrieved from <http://www.internetworldstats.com/stats.htm>
- IRIS Research. (2014). *Estimates of cyber-bullying incidents dealt with by Australian schools*. Retrieved from <https://www.communications.gov.au/publications/estimates-cyber-bullying-incidents-dealt-australian-schools-%E2%80%93-iris-research-june-2014>
- i-SAFE America. (2005-2006). *At-risk online: National assessment of youth on the Internet and the effectiveness of i-SAFE Internet Safety Education*. Retrieved from <http://www.isafe.org>
- Janson, G. R., & Hazler, R. J. (2004), Trauma reactions of bystanders and victims to repetitive abuse experiences. *Violence and Victims*, 19(2), 239-255.
- Jennifer, D. (2000). Bullying at work: The role of work environment quality. In M. Sheehan, S. Ramsey, & J. Patrick (Eds.), *Transcending boundaries: Integrating people, processes and systems* (pp. 194-200). Brisbane, Australia: Griffith University.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.
- Joint Select Committee on Cyber-Safety. (2011). *High-wire act: Cyber-safety and the young*. Interim report. Canberra: Parliament of the Commonwealth of Australia. Retrieved from www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=jssc/report.htm

- Joliffe, D., & Farrington, D. (2004). Empathy and offending: A systematic review and meta-analysis. *Aggression and Violent Behavior*, 9(5), 441-476.
- Jones, S. (2014). Examining Cyberbullying Bystander Behaviour Using a Multiple Goals Perspective. Retrieved from http://unknowledge.uky.edu/comm_etds/22
- Jones, L., Mitchell, K., & Finkelhor, D. (2012). Trends in youth internet victimisation: findings from three youth internet safety surveys 2000-2010. *Journal of Adolescent Health*, 50(2), 179-186.
- Jones, L., Mitchell, K., & Finkelhor, D. (2013). Online harassment in context: Trends from three youth internet safety surveys (2000, 2005, 2010). *Psychology of Violence*, 3(1), 53-69.
- Junoven, J., & Galvan, A. (2008). Peer influence in involuntary social groups: Lessons from research on bullying. In M. Prinstein & K. Dodge (Eds.), *Peer influence processes among youth* (pp. 225-244). New York, NY: Guilford Press.
- Junoven, J., & Gross, E. (2008). Extending the school grounds: Bullying experiences in cyberspace. *Journal of School Health*, 78(9), 496-505.
- Junoven, J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, 92(2), 349-359.
- Kaltiala-Heino, R., & Fröjd, S. (2011). Correlation between bullying and clinical depression in adolescent patients. *Adolescent health, medicine and therapeutics*, 2, 37-44.
- Kaltiala-Heino, R., Rimpelä, M., Marttunen, M., Rimpelä, A., & Rantanen, P (1999). Bullying, depression, and suicidal ideation in Finnish adolescents: School survey. *British Medical Journal*, 319, 345-351.
- Kanetsuna, T., & Smith, P. (2002). Pupil insights into bullying, and coping with bullying: A bi-national study in Japan and England. *Journal of School Violence*, 1(3), 5-29.
- Katz, I., Keeley, M., Spears, B., Taddeo, C., Swirski, T., & Bates, S. (2014). *Research on youth exposure to, and management of, cyberbullying incidents in Australia: Synthesis report*

- (SPRC Report 16/2014). Sydney, Australia: Social Policy Research Centre, UNSW Australia.
- Katzer, C., Fetchenhauer, D., & Belschak, F. (2009). Cyberbullying: who are the victims? A comparison of victimization in internet chatrooms and victimization in school. *Journal of Media Psychology: Theories, Methods, and Applications*, 21(1), 25-36.
- Kawabata, Y., Crick, N.R., & Hamaguchi, Y. (2010). Forms of aggression, socialpsychological adjustment, and peer victimization in a Japanese sample: The moderating role of positive and negative friendship quality. *Journal of Abnormal Child Psychology*, 38, 471-484.
- Keeley, M., Katz, I., Bates, S., & Wong, M. (2014). *Research on youth exposure to, and management of, cyberbullying incidents in Australia: Part B – Cyberbullying incidents involving Australian minors, the nature of the incidents and how they are currently being dealt with* (SPRC Report 10/2014). Sydney: Social Policy Research Centre, UNSW Australia.
- Keith, S. & Martin, M. (2005). Cyber-bullying: Creating a culture of respect in a cyber world, *Reclaiming Children and Youth*, 13(4), 224-28.
- Kessel Schneider, S., O'Donnell, L., & Smith, E. (2015). Trends in cyberbullying and school bullying victimization in a regional census of high school students, 2006-2012. *School Health*, 85(9), 611-620.
- Kessel Schneider, S., O'Donnell, L., Stueve, A., & Coulter, R. (2012). Cyberbullying, school bullying and psychological distress: a regional census of high school students. *Journal of School Health*, 102(1), 171-177.
- Kids Help Line. (2002). *Bullying*. Retrieved from <http://www.kidshelp.com.au>
- Kids Help Line. (2012). *Bullying*. Retrieved from <http://www.kidshelp.com.au/grownups/news.research/hottopics/bullying.php>
- Kiriakidis, S. P., & Kavoura, A. (2010). A Review of the Literature on Harassment Through the Internet and Other Electronic Means. *Family and Community Health*, 33(2), 82-93.

- Kite, S., Gable, R., & Filippelli, L. (2010). Assessing middle school students' knowledge of conduct and consequences and their behaviour regarding the use of social networking sites. *The Clearing House*, 83(5), 158-163.
- Klomek, A., Marrocco, I., Kleinman, M., Schonfeld, I., & Gould, M. (2008). Peer victimization, depression, and suicidality in adolescents. *Suicide and Life-Threatening Behaviour*, 38(2), 166-180.
- Kochenderfer-Ladd, B., & Pelletier, M. (2008). Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology*, 46(4), 431-453.
- Koo, H. (2007). A time line of the evolution of school bullying in differeing social contexts. *Asia Pacific Education Review*, 8(1), 107-116.
- Kowalski, R., & Fedina, C. (2011). Cyber bullying in ADHD and Asperger Syndrome populations. *Research in Autism Spectrum Disorders*, 5(3), 1201-1208.
- Kowalski, R., Giumettic, G., Schroeder, A., & Lattaner, M. (2014). Bullying in the digital age: a critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073-1137.
- Kowalski, R., & Limber, S. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health*, 53(1), 13-20.
- Kowalski, R., & Limber, S. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41(6), 22-30.
- Kowalski, R., Limber, S. & Agatston, P. (2008). *Cyber bullying*. Oxford, UK: Blackwell.
- Kowalski, R., Limber, S., & Agatston, P. (2012). *Cyberbullying: Bullying in the digital age* (2nd ed). Malden, MA: Wiley-Blackwell.
- Kowalski, R., Morgan, C., & Limber, S. (2012). Traditional bullying as a potential warning sign of cyberbullying. *School Psychology International*, 33(5), 505-519.
- Kraft, E. (2011). Online Bystanders: Are they the key to preventing cyberbullying. Retrieved

- Kraft, E., & Wang, J. (2009). Effectiveness of cyberbullying prevention strategies: A study on students' perspectives. *International Journal of Cyber Criminology*, 3(2), 513-535.
- Kramer, N., & Winter, S. (2008). Impression management 2.0. Self- presentation on social networking sites and its relationship to personality. *Journal of Media Psychology*, 20(3), 106-116.
- Kulig, J., Hall, R., & Kalischuk, G. (2008). Bullying perspectives among rural youth: Mixed Methods Approach. *The International Journal of Rural and Remote Health. Practice and Policy*, 8(2), 1-11.
- LaFontana, K., & Cillessen, A. (2009). Developmental changes in the priority of perceived status in childhood and adolescence. *Social Development*. doi:10.1111/j.1467-9507.2008.00522.x
- Langos, C. (2012). Cyberbullying: The challenge to define. *Cyberpsychology, Behaviour, and Social Networking*, 15(6), 285-289.
- Leach, F., & Mitchell, C. (Eds.) (2006) *Combating Gender Violence in and around Schools*, Stoke-on-Trent, UK: Trentham.
- Lean, T. (1998). *Bystander responses of children to bully/victim situations*. Honours Thesis. Adelaide, Australia: University of South Australia.
- Lee, S., & Chae, M. (2007). Children's Internet use in a family context: Influence on family relationships and parental mediation. *Cyberpsychology and Behavior*, 10(5), 640-644.
- Lenhart, A. (2014). *Teens and technology: Understanding the digital landscape*. Retrieved from <http://www.pewinternet.org/2014/02/25/teens-technology-understanding-the-digital-landscape/>
- Lenhart, A. (2015). *Teens, Social Media and Technology Overview 2015*. Pew Research Centre. Retrieved from <https://www.scribd.com/document/261389225/Pew-Research-Center-Teens-Social-Media-and-Technology-Overview-2015>
- Lenhart, A., Madden, M., Smith, A., Purcell, K., Zickuhr, K., & Rainie, L. (2011). *Teens*,

- kindness and cruelty on social network sites*. Retrieved from <http://www.pewinternet.org/2011/11/09/teens-kindness-and-cruelty-on-social-network-sites/>
- Lenhart, A., Purcell, K., Smith, A., & Zickhur, K. (2010). *Social media and mobile internet use among teens and young adults*. Pew Internet and American Life Project. Retrieved from <http://files.eric.ed.gov/fulltext/ED525056.pdf>
- Lev-Wiesel, R., Nuttman-Shwartz, O., & Sterber, R. (2006). Peer rejection during adolescence: psychological long-term effects – a brief report. *Journal of Loss and Trauma*, 11(2), 131-142.
- Levy, N., Cortesi, S., Crowley, E., Beaton, M., Casey, J., & Nolan, C. (2012). *Bullying in a Networked Era: A Literature Review*. Berkman Center Research Publication, 17. Retrieved from <http://ssrn.com/abstract=2146877>
- Li, Q. (2005). New bottle but old wine: A research of cyberbullying in schools. *Computers in Human Behavior*, 23(4), 1777-1791.
- Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 2(2), 157-170.
- Li, Q. (2007). Bullying in the new playground: research into cyber-bullying and cyber-victimization. *Australisaian Journal of Educational Technology*, 23(4), 435-454.
- Li, Q. (2008). Cyberbullying in Schools: An Examination of Preservice Teachers' Perception. *Canadian Journal of Learning and Technology*, 34(2), 75-90.
- Li, Q. (2010). Cyberbullying in High Schools: A study of students' behaviour and beliefs about this new phenomenon. *Journal of Aggressive Maltreatment and Trauma*, 19(4), 372-392.
- Li, Q., Cross, D., & Smith, P. (Eds.). (2012). *Cyberbullying in the global playground: Research from international perspectives*. Oxford, UK: Blackwell.
- Li, Q., Smith, P. K., & Cross, D. (2012). Research into cyberbullying: Context. In Q. Li, D. Cross, & P. K. Smith (Eds.), *Cyberbullying in the global playground: Research from*

- international perspectives* (pp. 3–12). Oxford: Blackwell.
- Light, R., & Pillemer, D. (1982). Numbers and narrative. Combining their strength in research reviews. *Harvard Educational Review*, 52(1), 1-26.
- Livingstone, S. (2008). Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression. *New Media and Society*, 10(3), 373-411.
- Livingstone, S., Haddon, L., Gorzig, A., & Ólafsson, K. (2011). Risk and Safety on the Internet. The perspective of European Children. Full findings. LSE, London: EU Kids Online.
- Litwiler, B., & Brausch, A. (2013). Cyberbullying and pysical bullying in adolescent suicide: The role of violent behaviour and substance abuse. *Journal of Youth Adolescence*, 42(5), 675-684.
- LoBiondo-Wood, G. (2010). Understanding research findings. In G. LoBiondo-Wood & J. Haber (Eds.). *Nursing research: Methods and critical appraisal for evidence-based practice*. (7th ed.). St Louis, MO: Mosby Elsevier.
- Lodge, J., & Feldman, S. S. (2007). Avoidant coping as a mediator between appearance-related teasing and self-esteem in young Australian adolescents. *British Journal of Developmental Psychology*, 25(4), 1-11.
- Lodge, J., & Frydenberg, E. (2007). Cyber-bullying in Australian schools: Profiles of adolescent coping and insights for school practitioners. *The Australian Educational and Developmental Psychologist*, 24(1), 45-58.
- Low, S., & Espelage, D. (2013). Differentiating cyber bullying perpetration from non-physical bullying: Commonalities across race, individual, and family predictors. *Psychology of Violence*, 3(1), 39-52.
- Ma, X. (2001). Bullying and being bullied: To what extent are bullies also victims? *American Educational Research Journal*, 38(2), 351-370.
- Ma, X. (2002). Bullying in middle school: Individual and school characteristics of victims and

- offenders. *School Effectiveness and School Improvement*, 13(1), 63-89.
- Macháčková, H., Dedkova, L., Sevcikova, A., & Cerna, A. (2013). Bystanders' support of cyberbullied schoolmates. *Journal of Community and Applied Social Psychology*, 23(1), 25-36.
- Machmutow, K., Perren, S., Sticca, F., & Alsaker, F. (2012). Peer victimisation and depressive symptoms: Can specific coping strategies buffer the negative impact of cybervictimisation? *Emotional and Behavioural Difficulties*, 17(3-4), 403-420.
- Macklem, G. (2003). *Bullying and teasing: Social power in children's groups*. New York, NY: Kluwer Academic/Plenum.
- Madden, M., Lenhart, A., Cortesi, S., Gasser, U., Duggan, M., Smith, A. & Beaton, M. (2013). Teens, Social Media, and Privacy. Pew Research Internet Project. Retrieved from <http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy/>
- Magson, N., & Newey, K. (2010). A critical review of the current cyber bullying research: Definitional, theoretical and methodological issues. Where do we go from here? Paper presented at the AARE Annual Conference, Melbourne, Australia.
- Manefield, J., Collins, R., Moore, J., Mahar, S., & Warne, C. (2007). *Student voice: A historical perspective and new directions*. Melbourne, Australia: Victorian Department of Education.
- Martinez de Morentin, J., Cortes, A., Medrano, C., & Apodaca, P. (2014). Internet use and parental mediation: a cross-cultural study. *Computers & Education*, 70, 212-221.
- Mason, K. (2008). Cyberbullying: a preliminary assessment for school personnel. *Psychology in the Schools*, 45(4), 323-346.
- Maxwell, G., & Carroll-Lind, J. (1997). *The impact of bullying on children*. Occasional Paper No. 6. Wellington: Office of the Commissioner for Children.
- Maynard, M. (1994). *Methods, practice and epistemology: The debate about feminism and research*. London, OK: Taylor & Francis.
- MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs). 2013.

National Safe Schools Framework. Retrieved from <https://www.education.gov.au/national-safe-schools-framework-0>

- McGrath, H. (2009). Young people and technology: A review of the current literature (PDF408 KB) (2nd ed.). South Melbourne, Vic: The Alannah and Madeline Foundation. Retrieved from www.ncab.org.au/Assets/Files/2ndEdition_Youngpeopleandtechnolgoy_LitTeview_June202009.pdf
- McGrath, H., & Noble, T. (2006). Introduction. In H. McGrath & T. Noble (Eds.), *Bullying solutions: Evidence-based approaches for Australian schools*. Sydney, Australia: Pearson Education.
- McKenna, K. (2008). Influence on the nature and functioning of social groups. In A. Barak (Ed.), *Psychological aspects of cyberspace: Theory, research and applications* (pp. 228-242). New York, NY: Cambridge University Press.
- McNamara, P., & Moynihan, S. (2010). Teachers' experiences, perceptions of and skills in addressing cyber bullying in Irish schools. In 2nd Global Conference on Bullying, Prague, Nov. 2010. Retrieved from <http://www.inter-disciplinary.net/wp-content/uploads/2010/10/patriciamcnamara2.pdf>
- Mellor, A. (1990). *Bullying in Scottish secondary schools*. Edinburgh, Scotland: Scottish Council for Research in Education.
- Menesini E., Codecasa, E., & Benelli, B. (2003). Enhancing children's responsibility to take action against bullying: Evaluation of a befriending intervention in Italian middle schools. *Aggressive Behavior*, 29(1), 10-14.
- Menesini, E., & Nocentini, A. (2009). Cyberbullying definition and measurement: Some critical considerations. *Journal of Psychology*, 217(4), 230-232.

- Menesini, E., & Nocentini, A. (2012). Peer education intervention: Face-to-face versus online. In A. Costabile & B. Spears (Eds.), *The impact of technology on relationships in educational settings* (pp. 139-150), London: Routledge.
- Menesini, E., Nocentini, A., Palladino, B., Frisen, A., Berne, S., Ortega-Ruiz, R., ... & Smith, P. (2012). Cyberbullying definition among adolescents: A comparison across six European countries, *Cyberpsychology Behaviour and Social Networking*, 15(9), 455-463.
- Menesini, E., Sanchez, V., Fonzi, A., Ortega, R., Costabile, A., & Lo Feudo, G. (2003). Moral emotions and bullying: A cross-national comparison of differences between bullies, victims and outsiders. *Aggressive Behavior*, 29(6), 515-530.
- Merrell, K., Buchanan, R., & Tran, O. (2006). Relational aggression in children and adolescents: a review with implications for school settings. *Psychology in the Schools*, 43(3), 345-360.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Mersman, J., & Donaldson, S. (2000). Factors affecting the convergence of self-peer ratings on contextual and task performance. *Human Performance*, 13(3), 299-322.
- Mertens, D. (1998). *Research Methods in education and psychology*. Thousand Oaks, CA, Sage.
- Mertens, D. (2005). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. (2nd ed.) Thousand Oaks, CA: Sage.
- Mesch, G. S. (2009). Parental mediation, online activities, and cyberbullying. *CyberPsychology & Behavior*, 12(4), 387-393.
- Miles, M., & Huberman, A. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Miller, D., & Salkind, N. (2002). *Handbook of research design and social measurement*. Thousand Oaks, CA: Sage.
- Milson, A., & Chu, B.W. (2002). Character education for cyberspace: Developing good netizens. *The Social Studies*, 93(3), 117-119.

- Mishna, F., Cook, C., Gadalla, T., Daciuk, J., & Solomon, S. (2010). Cyber bullying behaviours among middle and high school students. *American Journal of Orthopsychiatry*, 80 (3), 362-374.
- Mishna, F., Khoury-Kassabri, M., Gadalla, T., & Daciuk, J. (2012). Risk factors for involvement in cyber bullying: Victims, bullies and bully-victims. *Children and Youth Services Review*, 34(1), 63-70.
- Mishna, F., Saini, M., & Solomon, S. (2009). Ongoing and online: Children and youth's Perceptions of Cyberbullying. *Children and Youth Suicide Review*. 31(12), 1222-1228.
- Minichiello, V., Aroni, R., Timewell, E., & Alexander, L. (1990). *In-depth interviewing: Researching people*. Hong Kong: Longman Cheshire.
- Mitchell, K., Ybarra, M., & Finkelhor, D. (2009). The relative importance of online victimization in understanding depression, delinquency, and substance use. *Child Maltreatment*. 12(4), 314-324.
- Modecki, K., & Minchin, J. (2013, April). Predictors of reported prevalence rates for cyber and tradition aggression in adolescence: A meta-analytic investigation. Presentation at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- Modecki, K., Minchin, J., Harbaugh, A., Guerra, N., & Runions, K. (2014). Bullying Prevalance Across Contexts: A Meta-Analysis Measuring Cyber and Traditional Bullying. *Journal of Adolescent Health*. 55(5), 602-611.
- Monks, C., Mahdavi, J., & Rix, K. (2016). The emergence of cyberbullying in childhood: Parent and teacher perspectives. *Psicologia Educativa*, 22(1), 39-48.
- Monks, C., Robinson, S., & Worlidge, P. (2012). The emergence of cyberbullying: A survey of primary school pupils' perceptions and experiences. *School Psychology International*, 33(5), 477-491.
- Morse, J. (2002). Theory innocent or theory smart? *Qualitative Health Research*, 12(3), 295-296.
- Mouttapa, M., Valent, T., Gallaher, P., Rohrbach, L., & Unger, J. (2004). Social network

- predictors of bullying and victimization. *Adolescence*, 39(154), 315-335.
- Mullis, I., Martin, M., & Foy, P. (2008). *TIMSS 2007 International Mathematics reports: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*. Chestnut Hill, MA: TIMSS & PIRCS International Study Center, Boston College.
- Murray, F., & Rath, J. (1996). Factors in the peer review of reviews. *Review of Educational Research*, 66(4), 417-421.
- Murray-Harvey, R., Slee, P., Saebel, J., & Taki, M. (2001). Life at school in Australia and Japan: The impact of stress and support on bullying and adaptation to school. Peer reviewed paper for the annual conference of the Australian Association for Research in Education (AARE), Fremantle, Australia. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1013.9595&rep=rep1&type=pdf>
- Mynard, H., Joseph, S., & Alexander, J. (2000). Peer-victimisation and post traumatic stress in adolescents. *Personality and Individual Differences*, 29(5), 815-821.
- Nail, P., Simon, J., Bihm, E., & Beasley, W. (2016). Defensive Egotism and Bullying: gender Differences Yield Qualified Support for the Compensation Model of Aggression. *Journal of School Violence*, 15(1), 22-47.
- Nansel, T., Craig, W., Overpeck, M., Saluja, G., & Ruan, W. (2004). Cross-national consistency in the relationship between bullying behaviors and psychosocial adjustment. *Archives of Pediatric and Adolescent Medicine*, 158(8), 730-736.
- Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviours among US youth: Prevalence and association with psychological adjustment. *Journal of the American Medical Association*, 306(24), 2094-2100.
- National Anti-Crime Strategy (Australia), & Australia. National Crime Prevention. (1999). *Pathways to prevention: Developmental and early intervention approaches to crime in Australia: Summary volume*. Barton, ACT: National Crime Prevention, Attorney-General's

Department.

- National Crime Prevention Council. (2006). *Teens and cyberbullying: Executive summary of a report on research*. Arlington, VA: Harris Interactive. Retrieved from <http://www.ncpc.org/resources/files/pdf/bullying/Teens%20and%20Cyberbullying%20Research%20Study.pdf>.
- Naylor, P., Cowie, H., Cossin, F., de Bettencourt, R., & Lemme, F. (2006). Teachers' and pupils' definitions of bullying. *British Journal of Educational Psychology*, 76(3), 553-576.
- Nelson, M. (2003). *School bullies going high tech*. Retrieved from <http://www.canoe.ca/NewsStand/LondonFreePress/News/2003/09/02/174030.html>
- Neser, J. J., Ovens, M., van der Merwe, E., Morodi, R., & Ladikos, A. (2003). *Peer victimisation in schools: The victims*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.582.6192&rep=rep1&type=pdf>
- Neuman, W. L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston, MA: Pearson Education.
- Newman, D., Horne, A., & Bartolomucci, C. (2000). *Bully Busters: A teacher's manual for helping bullies, victims, and bystanders*. Champaign, IL: Research Press.
- Newman, B., Lohman, B., & Newman, P. (2007). Peer group membership and a sense of belonging: their relationship to adolescent behaviour problems. *Adolescence*, 42(166), 241-263.
- Nicholson, A. (2006). Legal perspectives on bullying. In H. McGrath and T. Noble (Eds.), *Bullying solutions: Evidence-based approaches to bullying in Australian schools* (pp. 17-45). Melbourne, Australia: Pearson Longman.
- Nickerson, A., & Martens, M. (2008). School violence: Associations with control, security/enforcement, educational/therapeutic approaches, and demographic factors. *School Psychology Review*, 37(2), 228-243.
- Nickerson, A., Mele, D., & Princiotta, D. (2008). Attachment and empathy as predictors of roles

- as defenders or outsiders in bullying interactions. *Journal of School Psychology*, 46(6), 687-703.
- Nicolaides, S., Yuichi, T., & Smith, P. K. (2002). Knowledge and attitudes about school bullying in trainee teachers. *British Journal of Educational Psychology*, 72(1), 105-118.
- Nishina, A., & Juvonen, J. (2005). Daily reports of witnessing and experiencing peer harassment in middle school. *Child Development*, 76, 435–450.
- Noble, T. (2006). The core components of a school-wide safe schools framework. In H. McGrath & T. Noble (Eds.), *Bullying solutions: Evidence-based approaches for Australian schools*. Sydney, Australia: Pearson Education.
- Nocentini, A., Calmaestra, J., Schulze-Krumbholz, A., Scheithauer, H., Ortego, R., & Menesisni, E. (2010). Cyberbullying: labels, behaviors and definitions in three European countries. *Australian Journal of Guidance and Counselling*, 20(2), 129-142.
- O'Brien, N., & Moules, T. (2010). *The impact of cyberbullying on young people's mental health: Final report*. Cambridge, UK: Anglia Ruskin University.
- O'Brien, N., & Moules, T. (2013). Not sticks and stones but tweets and texts: Findings from a national cyberbullying project. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 31(1), 53-65.
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence*, 22(4), 437-452.
- Olenik-Shemesh, D., Heiman, T., & Eden, S. (2012). Cyberbullying victimisation in adolescence: Relationships with loneliness and depressive mood. *Emotional and Behavioural Difficulties*, 17(3), 361-374.
- Olweus, D. (1978). *Aggression in the schools: Bullies and whipping boys*. Washington, D.C: Hemisphere.
- Olweus, D. (1989). Prevalence and incidence in the study of antisocial behavior: Definitions and measurement. In M. Klein (Ed.) *Cross-national research in self-reported crime and*

- delinquency*, (pp. 187-201). Dordrecht, Netherlands: Kluwer.
- Olweus, D. (1991). Bully / victim problems among school children: basic facts and effects of a school-based intervention program. In D. Pepler and K. Rubin (Eds.), *The development and treatment of childhood aggression*, (pp. 411-447). Hillsdale, NJ: Erlbaum.
- Olweus, D. (1993a). *Aggression in the schools: Bullies and whipping boys*. London, UK: Hemisphere.
- Olweus, D. (1993b). *What we know and what we can do*. Oxford, UK: Blackwell.
- Olweus, D. (1994). Annotation: Bullying at school: basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 35(7), 1171-1190.
- Olweus D. (1996). *The revised Olweus Bully/Victim Questionnaire*. Bergen, Norway: Research Center for Health Promotion (HEMIL Center), University of Bergen.
- Olweus, D. (2001). *Olweus' core program against bullying and antisocial behavior: A teacher handbook*. Bergen, Norway: Research Centre for Health Promotion (Hemil Centre).
- Olweus D, (2003). A profile of bullying at school. *Educational leadership*, 60(6), 12-17.
- O'Moore, M. (2012). Cyber-bullying : the situation in Ireland. *Pastoral Care in Education*, 30(3), 207-223.
- O'Moore, M. (2014). *Understanding Cyberbullying: A Guide for Parents and Teachers*. Dublin, Ireland: Veritas.
- Orpinas, P., & Horne, A. (2006). Bullies and victims: A challenge for schools. In J. R. Lutzker (Ed.), *Preventing violence. Research and evidence-based intervention strategies* (pp. 147-172). Washington, DC: American Psychological Association.
- Orpinas, P., Horne, A. M., & Staniszewski, D. (2003). School bullying: Changing the problem by changing the school. *School Psychology Review*, 32(3), 431-444.
- Ortega, R., Elipe, P., Mora-Merchan., Calmaestra, J., & Vega, E. (2009). The emotional impact on victims of traditional bullying and cyberbullying. A study of Spanish adolescents.

- Pabian, S., & Vandebosch, H. (2014). Using the theory of planned behaviour to understand cyberbullying: The importance of beliefs for developing interventions. *European Journal of Developmental Psychology*, 11(4), 463-477.
- Palfrey, J., & Gasser, U. (2008). *Born digital: Understanding the first generation of digital natives*. New York: Basic Books.
- Pascale, C. (2010). *Cartographies of knowledge: Exploring qualitative epistemologies*. Thousand Oaks, CA: Sage.
- Patchin, J. (2015). Summary of Our Cyberbullying Research (2004-2015), Cyberbullying Research Center. Retrieved from <http://cyberbullying.org/summary-of-our-cyberbullying-research/>
- Patchin, J., & Hinduja, S. (2006). Bullies move beyond the schoolyard: a preliminary look at cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148-169.
- Patchin, J., & Hinduja, S. (2010). Cyberbullying and self-esteem. *Journal of School Health*, 80(12), 614-621.
- Patchin, J., & Hinduja, S. (2012). Cyberbullying: An update and synthesis of the research. In J. Patchin & S. Hinduja (Eds.), *Cyberbullying prevention and response: Expert perspectives* (pp. 13-35). New York, NY: Routledge.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Paul, S., Smith, P., & Blumberg, H. (2010). Addressing cyberbullying in schools using the quality circle approach. *Australian Journal of Guidance and Counselling*, 20(2), 157-168.
- Pearce, N., Cross, D., Monks, H., Waters, S., & Falconer, S. (2011). Current evidence of best practices in whole-school bullying and its potential to inform cyberbullying interventions. *Australian Journal of Guidance and Counselling*, 21(1), 1-21.
- Pellegrini, A. (2002). Bullying and victimization in middle school: A dominance relations perspective. *Educational Psychologist*, 37(3), 151-163.

- Pellegrini, A., & Bartini, M. (2000). A longitudinal study of bullying, victimization, and peer affiliation during the transition from primary school to middle school. *American Educational Research Journal*, 37(3), 699-725.
- Pepler, D., & Craig, W. (1995). A peek behind the fence: naturalistic observations of aggressive children with remote audiovisual recording. *Developmental Psychology*, 31(4), 481-92.
- Pepler, D., Craig, W., Connolly, J., Yuile, A., McMaster, L., & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behaviour*, 32, 376-384.
- Pepler, D., Craig, W., & O'Connell, P. (2010). Peer processes in bullying. Informing prevention and intervention strategies. In S. R. Jimerson, S. M. Swearer & D. L. Espelage (Eds.), *Handbook of Bullying in Schools. An International Perspective* (pp. 469-479). New York, NY: Routledge.
- Pepler, D., Jiang, W., & Connolly, J. (2008). The development of bullying. *International Journal of Adolescent Medicine and Health*, 20(2), 113-119.
- Perkins, D. (1992). *Smart schools: from training memories to educating minds*. New York, NY: Free Press.
- Perren, S., Dooley, J., Shaw, T., & Cross, D. (2010) Bullying in school and cyberspace: associations with depressive symptoms in Swiss and Australian adolescents. *Child and Adolescent Psychiatry and Mental Health*, 4(28). doi:10.1186/1753-2000-4-28.
- Perren, S., & Gutzwiller-Helfenfinger, E. (2012). Cyberbullying and traditional bullying in adolescence: Differential roles of moral disengagement, moral emotions, and moral values. *European Journal of Developmental Psychology*, 9(2), 195-207.
- Peterson, L., & Rigby, K. (1999). Countering bullying at an Australian secondary school with students as helpers. *Journal of Adolescence*, 22(4), 481-492.
- Pew Internet (2015). *Social Media Usage 2005-2015*. Retrieved from <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>
- Pew Research Centre. (2017). Record shares of Americans now own smartphones, have home

broadband. Retrieved from <http://www.pewresearch.org/fact-tank/2017/01/12/evolution-of-technology/>

- Pieschl, S., Porsch, T., Kahl, T., & Klockenbusch, R. (2013). Relevant dimensions of cyberbullying results from two experimental studies. *Journal of Applied Developmental Psychology, 34*(5), 241-252.
- Pikas, A. (2002). New developments in shared concern method. *School Psychology International, 23*(8), 307-326.
- Pisasale, N., & Kennedy, G., & Kouzma, N. (2003). Bullying: What guarantee of safety can your school offer? *Prime Focus, October* (35), 39-41.
- Polanin, J., Espelage, D., & Pigott, T. (2012). A meta-analysis of school-based bullying prevention programs' effects on bystander intervention behavior and empathy attitude. *School Psychology Review, 41*(1), 47-65.
- Popovic-Citic, B., Djuric, S., & Cvetkovic, V. (2011). The prevalence of cyberbullying among adolescents: A case study of middle schools in Serbia. *School Psychology International, 32*(4), 412- 424.
- Powell, H., Mihalas, S., Onwuegbuzie, A., Shannon, S., & Dalet, C. (2008). Mixed Methods Research in School Psychology: A Mixed Methods Investigation of Trends in the Literature, *Psychology in the Schools, 45*(4), 291-309.
- Poyhonen, V., Junoven, J., & Salmivalli, C. (2012). Standing up for the victim, siding with the bully, or standing by? Bystander responses in bullying situations. *Social Development, 21*(4), 722-741.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon, 9*(5), 1-6.
- Prensky, M. (2012). *Brain gain: Technology for digital wisdom*. New York, NY: Palgrave Macmillan.
- Price, M., & Dalgliesh, J. (2009). Cyberbullying: Experiences, impacts and interventions as described by Australian young people. *Youth Studies Australia, 29*(2), 51-59.

- Price, D., Green, D., Spears, B., Scrimgeour, M., Barnes, A., Geer, R., & Johnson, B. (2014). A qualitative exploration of cyber-bystanders and moral engagement. *Australian Journal of Guidance and Counselling*, 24(1), 1-17. doi:10.1017/jgc.2013.18
- Prinstein, M., & LaGreca, A. (2002). Peer crowd affiliation and internalizing distress in childhood and adolescence: A longitudinal follow-back study. *Journal of Research on Adolescence*, 12(3), 325-351.
- Protheroe, J., Bower, P., & Chew-Graham, C. (2007). The use of mixed methodology in evaluating complex interventions: Identifying patient factors that moderate the effect of a decision aid. *Family Practice*, 24(6), 594-600.
- Prus, R. (1994). Approaching the study of human group life: Symbolic interaction and ethnographic inquiry. In M. Dietz, R. Prus & W. Shaffir (Eds.), *Doing everyday life: Ethnography as human lived experiences* (pp. 10-29). Toronto, Canada: Copp Clark Longman.
- Przybylski, A., Murayama, K., DeHaan, C., & Gladwell, V. (2013). Motivational, emotional, and behavioural correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1814-1848.
- Raskauskas, J. (2010). Text-bullying: Associations with traditional bullying and depression among New Zealand adolescents. *Journal of School Violence*, 9(1), 74-97.
- Raskauskas, J., & Stoltz, A. (2007). Involvement in traditional and electronic bullying among adolescents. *Developmental Psychology*, 43(3), 564-575.
- Reijntjs, A., Kamphuis, J., Prinzie, P., & Telch, M. (2010). Peer victimization and internalizing problems in children: A meta-analysis of longitudinal studies. *Child Abuse and Neglect*, 34(4), 244-52.
- Renda, J., Vassallo, S., & Edwards, B. (2010). Bullying in early adolescence and its association with anti-social behaviour, criminality and violence 6 and 10 years later. *Criminal Behaviour and Mental Health*, 21(2), 80-89.

- Rice, E., Petering, R., Rhoades, H., Winetrobe, H., Goldbach, J., Plant, A., Montoya, J., & Kordie, T. (2015). Cyberbullying Perpetration and Victimization among Middle-School Studies. *American Journal of Public Health, 105*(3), 66-72.
- Richard, J., Schneider, B., & Mallet, P. (2011). Revisiting the whole-school approach to bullying: Really looking at the whole school. *School Psychology International, 33*(3), 263-284.
- Rideout, V., Foehr, U., & Roberts, D. (2010). Generation M2: Media in the lives of 8 to 18 year olds. (Kaiser Report 2010). Retrieved from <http://files.eric.ed.gov/fulltext/ED527859.pdf>
- Rigby, K. (1997). Attitudes and beliefs about bullying among Australian school children. *Irish Journal of Psychology, 18*(2), 202-220.
- Rigby, K. (1998a) Suicidal ideation and bullying among Australian secondary school students. *Australian Educational and Developmental Psychologist, 15*(1), 45-61.
- Rigby, K. (1998b). The relationship between reported health and involvement in bully/victim problems among male and female secondary school student. *Journal of Health Psychology, 3*(4), 465-476.
- Rigby, K. (1999). Peer victimization at school and the health of secondary school students. *British Journal of Educational Psychology, 69*(1), 95-104.
- Rigby, K. (2001). *Stop the bullying: A handbook for schools*. Camberwell, Australia: Australian Council for Educational Research.
- Rigby, K. (2002). *New perspectives on bullying*. London, UK: Jessica Kingsley.
- Rigby, K. (2003). *Stop the bullying: A handbook for schools* (revised edition). Melbourne, Australia: Australian Council for Educational Research.
- Rigby, K. (2010). *Bullying interventions in schools. Six basic approaches*. Melbourne, Australia: Australian Council for Educational Research.
- Rigby, K. (2011). What can schools do about cases of bullying? *Pastoral Care in Education, 29*(4), 273-285.

- Rigby, K. (2012). Addressing bullying in schools: Theory and practice. *Education Horizons*, 12(2), 7-10.
- Rigby, K. (2014). How teachers address cases of bullying in schools: A comparison of five reactive approaches. *Educational Psychology in Practice: theory, research and practice in educational psychology*. Retrieved from <https://www.ncab.org.au/media/1372/how-teachers-address-cases-of-bullying-rigby-2014.pdf>.
- Rigby, K., & Barnes, A. (2002). To tell or not to tell: The victimised student's dilemma, *Youth Studies*, Australia, 21(3), 33-36.
- Rigby, K., & Bagshaw, D. (2006). Using educational drama and bystander training to counteract bullying. In H. McGrath & T. Noble (Eds.), *Bullying solutions* (pp. 133-146). Sydney, NSW: Pearson Education.
- Rigby, K., & Bauman, S. (2010a). What teachers think should be done about cases of bullying. *Professional Educator*, 6, 6-8.
- Rigby, K., & Bauman, S. (2010b). How school personnel tackle cases of bullying: A critical examination. In S. Jimerson, S. Swearer & D. Espelage (Eds.), *The international handbook of school bullying* (pp. 455-468). New York, NY: Routledge.
- Rigby, K., & Griffiths, K. (2011). Addressing cases of bullying through the Method of Shared Concern. *School Psychology International*, 32(3) 345-357.
- Rigby, K., & Johnson, B. (2004). Innocent Bystanders? *Teacher*, 151, 38-40.
- Rigby, K., & Johnson, B. (2005). Student bystanders in Australian schools. Pastoral care in education. *An International Journal of Personal, Social and Emotional Development*, 23(2), 10-16.
- Rigby, K., & Johnson, B. (2006). Bystander's dilemma: Playground heroes. *Greater Good*, 3(2), 10.
- Rigby, K., & Slee, P. (1991). Bullying among Australian school children: Reported behaviours and attitudes to victims. *Journal of Social Psychology*, 131(5), 615-27.

- Rigby, K., & Slee, P. (1993). Dimensions of interpersonal relating among Australian school children and their implications for psychological well-being. *Journal of Social Psychology*, 133(1), 33-42.
- Rigby, K., & Slee, P. (1999). Suicidal ideation among adolescent schoolchildren, involvement in bully/victim problems and perceived low social support. *Suicide and Life-threatening Behaviour*, 29(2), 119-130.
- Rigby, K., & Slee, P. (2008). Interventions to reduce bullying. *International Journal of Adolescent Medicine and Health*, 20(2), 165-183.
- Rigby, K., & Thomas, E. (2010). *How schools counter bullying: policies and procedures in selected Australian schools*, (revised edition). Camberwell, VIC: Australian Council for Educational Research.
- Rigby, K., Whish, A., & Black, G. (1994). Implications of school children's peer relations for wife abuse in Australia. *Criminology Australia*, 8-12.
- Ridders, W., Lawrence, D., Hafekost, J., & Zubrick, S. (2016). Internet use and electronic gaming by children and adolescents with emotional and behavioural problems in Australia – results from the second Child and Adolescent Survey of Mental Health and Wellbeing. *Public Health*, 16, 1-16.
- Rivers, I., & Noret, N. (2010). 'I h8 u': Findings from a five-year study of text and email bullying. *British Educational Research Journal*, 36(4), 643-671.
- Rivers, I., & Smith, P. (1994). Types of bullying behaviour and their correlates. *Aggressive Behaviour*, 20(5), 359-368.
- Rivers, I., Poteat, V., Noret, N., & Ashurst, N. (2009). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*, 24(4), 211-223.
- Roberts, D., & Foehr, U. (2004). *Kids and media in America*. Cambridge, UK: Cambridge University Press.
- Roberts, D., & Foehr, U. (2008). Trends in media use. *The Future of Children*, 18(1), 11-37.

- Robson, C. (2002). *Real world research*. (2nd ed.). Oxford, UK: Blackwell.
- Roland, E. (2000). Bullying in school: Three national innovations in Norwegian schools in 15 years. *Aggressive Behavior*, 26(1), 135-143.
- Roland, E. (2002). Bullying, depressive symptoms and suicidal thoughts. *Educational Research*, 44(1), 55-67.
- Rubini, M., & Palmonari, A. (2006). Adolescents' relationships to institutional order. In S. Jackson & L. Goossens (Eds.), *Handbook of adolescent development* (pp. 264-283). New York, NY: Psychology Press.
- Rueger, S., Malecki, C., & Demaray, M. (2011). Stability of peer victimization in early adolescence: Effect of timing and duration. *Journal of School Psychology*, 49(4), 443-464.
- Ryan, T., Kariuji, M., & Yilmaz, H. (2011). A comparative analysis of cyberbullying perceptions of preservice educators: Canada and Turkey. *The Turkish Online Journal of Educational Technology*, 10(3), 1-12.
- Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2011). Victims and their defenders: A dyadic approach. *International Journal of Behavioural development*, 35(2), 144-151.
- Sairanen, L., & Pfeffer, K. (2011). Self-reported handling of bullying among junior high school teachers in Finland. *School Psychology International*, 32(3), 330-344.
- Salmivalli, C. (1999). Participant role approach to school bullying: implications for interventions. *Journal of Adolescence*, 22(4), 453-459.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behaviour*, 15(2), 112-120.
- Salmivalli, C. (2014). Participant roles in bullying: How can peer bystanders be utilized in interventions? *Theory Into Practice*, 53(4), 286-292.
- Salmivalli, C., Kärnä, A., & Poskiparta, E. (2010). Development, evaluation, and diffusion of a national antibullying program, KiVa. In B. Doll, W. Pfohl & J. Yoon (Eds.), *Handbook of Youth Prevention Science* (pp. 240-254). New York, NY: Routledge.

- Salmivalli, C., Lagerspetz, K., Björqvist, K., Osterman, K., & Kaukianen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behaviour, 22*, 1-15.
- Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviour in bullying situations. *International Journal of Behavioural Development, 28*, 246-258.
- Salmivalli, C., & Nieminen, E. (2002). Proactive and reactive aggression among school bullies, victims, and bully-victims. *Aggressive Behaviour, 28*, 30-44.
- San Antonio, D., & Salzfas, E. (2007). How we treat one another in school. *Educational Leadership, 64*(8), 32-38.
- Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in Nursing and Health, 33*(1), 77-84.
- Sandstrom, M., & Jordan, R. (2008). Defensive self-esteem and aggression in childhood. *Journal of Research in Personality, 42*(2), 506-514.
- Scheithauert, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender differences, and correlates. *Aggressive Behavior, 32*(3), 261-275.
- Schneider, S., O'Donnell, L., Stueve, A., & Coulter, R. (2012). Cyberbullying, School bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health, 102*(1), 171-177.
- Schenk, A., & Fremouw, W. (2012). Prevalence, psychological impact, and coping of cyberbully victims among college students. *Journal of School Violence, 11*(1), 21-37.
- Schuster, B. (1996). Rejection, exclusion and harassment at work and in schools: an integration of results from research on mobbing, bullying, and peer rejection. *European Psychologist, 1*(4), 293-317.
- Schwandt, T. (1997). *Qualitative inquiry*. Thousand Oaks, CA: Sage.
- Scriven, M. (1972). Objectivity and subjectivity in educational research. In L. G. Thomas (Ed.),

- Philosophical redirection of educational research: the seventy-first yearbook of the National Society for the Study of Education* (pp. 94-192). Chicago, IL: University of Chicago Press.
- Selkie, E. (2016). Cyberbullying prevalence among US middle and high school-aged adolescents: A systematic review and quality assessment. *Journal of Adolescent Health, 58*(2), 125-133.
- Shariff, S. (2004). Keeping schools out of court: Legally defensible models of leadership. *The Educational Forum, 68*(3), 222-233.
- Shariff, S. (2005). Cyber-dilemmas in the new millennium: School obligations to provide student safety in a virtual school environment. *The McGill Journal of Education, 40*(3), 467-487.
- Shariff, S. (2008). *Cyberbullying: Issues and solutions for the school, the classroom and the home*. New York, NY: Routledge.
- Shariff, S. (2009). *Confronting cyberbullying: What schools need to know to control misconduct and avoid legal consequences*. New York, NY: Cambridge University Press.
- Shariff, S., & Hoff, D. (2007). Cyber bullying: Clarifying legal boundaries for school supervision in cyberspace. *International Journal of Cyber Criminology, 1*(1), 76-118.
- Shariff, S., & Strong-Wilson, T. (2005). Bullying and new technologies. In J. Kincheloe (Ed.), *Classroom teaching: An introduction* (pp. 219-240). New York, NY: David Lang.
- Siciliano, R. (2012). Do you know what your teens are doing online? Retrieved <https://securingtomorrow.mcafee.com/consumer/family-safety/thedigitaldividestudy/>
- Sijitsema, J., Veenstra, R., Lindenberg, S., & Salmivalli, C. (2009). An empirical test of bullies' status goals: Assessing direct goals, aggression, and prestige. *Aggressive Behavior, 35*(1), 57-67.
- Silverman, D. (2000). *Doing qualitative research: A practical handbook*. London, UK: Sage.
- Skene, C. (2012). Parental involvement in neonatal pain management: reflecting on the

- researcher-practitioner role. *Nurse Research*, 19(4), 27-30.
- Slee, P. (1995a). Bullying: Health concerns of Australian secondary school students. *International Journal of Adolescents and Youth*, 5(4), 215-224.
- Slee, P. (1995b). Peer victimisation and its relationship to depression among Australian school children. *Personality and Individual Differences*, 18(1), 57-62.
- Slee, P., & Spears, B. (2010). *Submission to the Joint Select Committee on cybersafety. Submission #62*. Retrieved from http://www.aph.gov.au/house/committee/jssc/subs/sub_62.pdf
- Slonje, R., & Smith, P. (2008). Cyberbullying: Another main type of bullying? *Scandinavian Journal of Psychology*, 49(2), 147-154.
- Slonje, R., Smith, P., & Fresen, A. (2012). The nature of cyberbullying, and strategies for prevention. *Computers in Human Behavior*. Retrieved from <http://agnesday.com/wp-content/uploads/2012/10/Slonje-Cyberbullying.pdf>
- Smith, P. (2005). Definition, types and prevalence of school bullying and violence in E. Munthe, E. Solli, E. Arne & E. Roland (Eds.), *Taking fear out of schools*, Stavanger, Norway: University of Stavanger: Centre for Behavioural Research.
- Smith, P. (2014). *Understanding school bullying: Its nature and prevention strategies*. London, UK: Sage.
- Smith, J. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods*. London: Sage.
- Smith, P., Ananiadou, K., & Cowie, H. (2003). Interventions to reduce school bullying, *Canadian Journal of Psychiatry*, 48(9), 295-303.
- Smith, P., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils, *Journal of Child Psychology and Psychiatry*, 49(4), 376–385. doi: 10.1111/j.1469- 7610.2007.01846.x.
- Smith, P., Morita, J., Junger-Tas, D., Olweus, D., Catalano, R., & Slee, P. (1999). *The nature of*

- school bullying: a cross-national perspective*. London, UK: Routledge.
- Smith, P., Pepler, D., & Rigby, K. (Eds.). (2004). *Bullying in schools: How successful can interventions be?* Cambridge, UK: Cambridge University Press.
- Smith, P., & Shu, S. (2000). What good schools can do about bullying: Findings from a survey in English schools after a decade of research and action. *Childhood*, 7(2), 193-212.
- Smith, P., & Slonje, R. (2010). Cyberbullying: The nature and extent of a new kind of bullying in and out of school. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 249-262). New York, NY: Routledge.
- Smokowski, P., & Kopasz, K. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools*, 27(2), 101-110.
- Snape, D., & Spencer, L. (2003). The foundations of qualitative research. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice* (pp. 1-23). London, UK: Sage.
- Sokal, L., & Girling, L. (2010). Social networking: Relationship to adolescent girls' identity development, self-esteem and sense of belonging. *Manitoba Journal of Counselling*, 36(2), 14-24.
- Somekh, B., & Lewin, C. (2005). *Research Methods in the Social Sciences*. London, UK: Sage.
- Sourander, A. (2010). Psychosocial risk factors associated with cyberbullying among adolescents: A population-based study. *Archives of General Psychiatry*, 67(7), 720-728.
- Spears, B. A. (2012). A review of initiatives using technology to promote cyber-safety and digital citizenship. In A. Costabile & B. A. Spears (Eds.), *The impact of technology on relationships in educational settings* (pp. 188-203). London, UK: Routledge.
- Spears, B., Keeley, M., Bates, S., & Katz, I. (2014). *Research on youth exposure to, and management of, cyberbullying incidents in Australia: Part A Literature review on the estimated prevalence of cyberbullying involving Australian minors (SPRC Report 9/2014)*. Sydney, Australia: Social Policy Research Centre, UNSW Australia.

- Spears, B., Kofoed, M., Bartolo, A., Palermi, A., & Constabile, A. (2012). Positive uses of social networking sites: youth voice perspectives. In A. Costabile & B. Spears (Eds.) *The impact of technology on relationships in educational settings* (pp. 7-22). London, UK: Routledge.
- Spears, B., Slee, P., Campbell, M., & Cross, D. (2011). *Educational change and youth voice: Informing school action on cyberbullying. Centre for Strategic Seminar Series*. Retrieved from <http://eprints.qut.edu.au/47239/>
- Spears, B., Slee, P., Owens, L., & Johnson, B. (2009). Behind the scenes and screens: Insights into the human dimension of covert and cyberbullying. *Journal of Psychology*, 217(4), 189-196.
- Spriggs, A., Iannotti, R., Nansel, T., & Haynie, D. (2007). Adolescent bullying involvement and perceived family, peer and school relations: commonalities and differences across race / ethnicity. *Journal of Adolescent Health*, 41(3), 283-293.
- Stauffer, S., Heath, M., Coyne, S., & Ferrin, S. (2012). High school teachers' perceptions of cyberbullying prevention and intervention strategies. *Psychology in the Schools*, 49(4), 353-356.
- Steffgen, G., & Konig, A. (2009). Cyber bullying: The role of traditional bullying and empathy. In B. Sapeo, L. Haddon, E. Mante-Meijer, L. Fortunati, T. Turk & E. Loos (Eds.), *The good, the bad and the challenging. Conference Proceedings* (Vol. 11, pp. 1041-1047). Brussels, Belgium: Cost office.
- Steffgen, G., Konig, A., Pfetsch, J., & Melzer, A. (2011). Are cyberbullies less empathic? Adolescents' cyberbullying behaviour and empathic responsiveness. *Cyberpsychology, Behavior and Social Networking*, 14(11), 643-648.
- Stewart, D., & Fritsch, E. (2011). School and law enforcement efforts to combat cyberbullying. *Preventing School Failure*, 55(2), 79-88.

- Stewart, R., Drescher, C., Maack, D., Ebesutani, C., & Young, J. (2014). The development and psychometric investigation of the cyberbullying scale. *Journal of Interpersonal Violence*, 29(2), 2218-2238.
- Sticca, F., & Perren, S. (2012). Is Cyberbullying Worse than Traditional Bullying? Examining the Differential Roles of Medium Publicity, and Anonymity for the Perceived Severity of Bullying. *Youth Adolescence*, 42, 739-750.
- Stockdale, M., Hangaduambo, S., Duys, D., Larson, K., & Sarvela, P. (2002). Rural elementary students', parents', and teachers' perceptions of bullying. *American Journal of Health Behaviour*, 26(4), 266-277.
- Strom, P., & Strom, R. (2005). When teens turn cyberbullies. *Education Digest: Essential Readings Condensed for Quick Review*, 71(4), 35-41.
- Strom, P., Strom, R., Wingate, J., Kraska, M., & Beckert, T. (2012). Cyberbullying: Assessment of student experience for continuous improvement planning. *National Association of Secondary School Principals Bulletin*, 96(2), 137-152.
- Student Wellbeing Hub. (2015). Student wellbeing hub. Retrieved from <https://www.studentwellbeinghub.edu.au/>
- Stueve, A., Dash, K., O'Donnell, L., Tehranifar, P., Wilson-Simmons, R., Slaby, R., & Link, B. (2006). Rethinking the bystander role in school violence prevention. *Health Promotion Practice*, 7(1), 117-124.
- Subrahmanyam, K., & Smahel, D. (2011). *Digital youth: The role of media in development*. New York, NY: Springer.
- Suckling, A. (2006). Bullying: A whole-school approach. *Classroom*, 26(1), 32-33.
- Suler, J. (2002). Identify management in cyberspace. *Journal of Applied Psychoanalytic Studies*, 4(4), 455-460.
- Suler, J. (2004). The online disinhibition effect. *CyberPsychology & Behavior*, 7(3), 321-326.
- Suri, H., & Clarke, D. (2009). Advancements in research synthesis methods: From a

- methodologically inclusive perspective. *Review of Educational Research*, 79(1), 395-430.
- Retrieved from <http://www.jstor.org/stable/40071170>
- Suzuki, K., Asaga, R., Sourander, A., Hoven, C., & Mandell, D. (2012). Cyberbullying and adolescent mental health. *Journal of Adolescent Medical Health*, 24(1), 27-35.
- Swearer Napolitano, S., Espelage, D., Vaillancourt, R., & Hymel, S. (2010). What can be done about school bullying? University of Nebraska – Lincoln, Educational Psychology Papers and Publication. Paper 141. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1140&context=edpsychpapers>
- Swearer, S., Wang, C., Berry, B., & Myers, Z. (2014). Reducing bullying: Application of Social Cognitive Theory. *Theory into Practice*, 53(4), 271-277.
- Symantec Corporation. (2010). *Norton Online Family Report: Global insights into family life online*. Retrieved from https://au.norton.com/content/en/us/home_homeoffice/media/pdf/nofr/Norton_Family-Report-UK_June9.pdf
- Takacs, D. (2003). How does your positionality bias your epistemology? *NEA Higher Education Journal*, 19, 27-38.
- Tangen, D., & Campbell, M. (2010). Cyberbullying prevention: One primary school's approach. *Australian Journal of Guidance & Counselling*, 20(2), 225-234.
- Tattum, D. (1989). Violence and aggression in schools. In D. P. Tattum & D. A. Lane (Eds.), *Bullying in schools* (pp. 5-20). London, UK: Trentham Books.
- Tattum, D., & Tattum, E. (1992). *Social education and personal development*. London, UK: David Fulton.
- Tench, M. (2003). Schools struggling to stop tech-savvy bullies who have taken their taunting into cyberspace. *Boston Globe*, January, B1.
- Third, A., Richardson, I., Collins, P., Rahilly, K., & Bolzan, N. (2011). *Intergenerational attitudes towards social networking and cybersafety: A living lab*. Cooperative Research

- for Young People, Technology and Wellbeing, Melbourne, Australia. Retrieved from <http://researchrepository.murdoch.edu.au/id/eprint/11803/1/Intergenerational-Attitudes-Towards-Social-Networking-and-Cybersafety.pdf>.
- Thomas, L., Falconer, S., Cross, D., Monks, H., & Brown, D. (2012). *Cyberbullying and the bystander*. (Report prepared for the Australian Human Rights Commission.) Perth, Australia: Child Health Promotions Research Centre, Edith Cowan University. Retrieved from https://bullying.humanrights.gov.au/sites/default/files/content/bullying/bystanders/bystanders_results_insights_report.pdf.
- Thompson, F., & Smith, P. (2011). *The use and effectiveness of anti-bullying strategies in schools*. (Department for Education Research Report.) Retrieved from <https://www.gov.uk/government/publications/the-use-and-effectiveness-of-anti-bullying-strategies-in-schools>
- Thorne, S. (2014). The science and art of theoretical location. *Evidence Based Nursing*, 17(2), 31.
- Thorp, D. (2004, 15 July). Cyberbullies on the prowl in schoolyard. *The Australian*. Retrieved from <http://australianit.news.com.au/articles/0,7204,9980900%5E15322%5E%5Enbv%5E15306,00.html>
- Thornberg, R. (2007). A classmate in distress: Schoolchildren as bystanders and their reasons for how the act. *Social Psychology of Education*, 10(1), 5-28.
- Titchen, A., & Hobson, D. (2005). Phenomenology. In B. Somekh & C. Lewin (Eds.), *Research Methods in the Social Sciences* (pp. 121-130). London: Sage.
- Tokunaga, R. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*, 26(3), 277-287.
- Tolman, D., Spencer, R., Rosen-Reynoso, M., & Porches, M. (2001). He's the man! Gender ideologies and early adolescents' experiences with sexual harassment. Paper presented at the American Educational Researchers Association (AERA), Seattle, Washington.

- Tongco, M. (2007). Purposive sampling as a tool for informant selection. Retrieved from <http://hl-128-171-57-22.library.manoa.hawaii.edu/bitstream/10125/227/4/I1547-3465-05-147.pdf>.
- Torrance, D. (2000). Qualitative studies into bullying within special schools. *British Journal of Special Education*, 27(1), 16-21.
- Townsend, L., Flisher, A. J., Chikobvu, P., Lombard, C., & King, G. (2008). The relationship between bullying behaviours and high school dropout in Cape Town, South Africa. *South African Journal of Psychology*, 38(1), 21-32.
- Trach, J., Hymel, S., Waterhouse, T., & Neale, K. (2010). Bystander responses to school bullying: A cross-sectional investigation of grade and sex differences. *Canadian Journal of School Psychology*, 25(1), 114-130.
- Trolley, B., Hanel, C., & Shields, L. (2001). *Demystifying and deescalating cyber bullying in the schools: A resource guide for counsellors, educators and parents*. Bangor, ME: Book Locker.
- Ttofi, M., & Farrington, D. (2008). Bullying: Short-term and long-term effects, and the importance of Defiance Theory in explanation and prevention. *Victims and Offenders*, 3(2-3), 289-312.
- Ttofi, M., & Farrington, D. (2011). Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review. *Journal of Experimental Criminology*, 7(1), 27-56.
- Ttofi, M., Farrington, D., Losel, F., & Loeber, R. (2011). Do the victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies. *Journal of Aggression, Conflict and Peace Resources*, 3(2), 63-73.
- Turner, A. (2015). Generation Z: Technology and Social Interest. *The Journal of Individual Psychology*, 71(2), 103-113.
- Twemlow, S. W., & Fonagy, P. (2005). The prevalence of teachers who bully students in schools with differing levels of behavioural problems. *The American Journal of Psychiatry*,

- Twemlow, S., Fonagy, P., & Sacco, F. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals of the New York Academy of Sciences*, 1036, 215-232.
- Twemlow, S., Fonagy, P., Sacco, F., Gies, M., & Hess, D. (2001). Caring Classrooms / Intelligent Schools: The Social Emotional Education of Young Children. In J. Cohen (Ed.), *Improving the Social and Intellectual Climate in Elementary Schools by Addressing Bully-Victim-Bystander Power Struggles*. New York, NY: Teachers College Press.
- Twemlow, S., & Sacco, F. (2013). How and why does bystanding have such a startling impact on the architecture of school bullying and violence? *International Journal of Applied Psychoanal Studies*, 10(3), 289-306.
- Twyman, K., Saylor, C., Taylor, C., & Comeaux, C. (2010). Comparing children and adolescents engaged in cyberbullying to matched peers. *Cyberpsychology, Behaviour and Social Networking*, 13(2), 195-199.
- Unnever, J., & Cornell, D. (2004). Middle school victims of bullying: Who reports being bullied? *Aggressive Behavior*, 30(5), 373-388.
- Välimäki, M., Almeida, A., Cross, D., O'Moore, M., Berne, S., Deboutte, G., & Sygkollitou, E. (2012). Guidelines for preventing cyber-bullying in the school environment: A review and recommendations. Retrieved from <http://sites.google.com/site/costis0801/>
- Valkenburg, P., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. *Journal of Adolescent Health*, 48(2), 121-127.
- Van Cleemput, K., Vandebosch, H., & Pabian, S. (2014). Personal characteristics and contextual factors that determine “helping”, “joining in”, and “doing nothing” when witnessing cyberbullying. *Aggressive Behaviour*, 40(5), 383-396.
- Vandebosch, H., & Van Cleemput, K. (2008). Defining cyberbullying: A qualitative research

- into the perceptions of youngsters. *Cyber Psychology & Behaviour*, 11(4), 499-503.
- Vandebosch, H., & Van Cleemput, K. (2009). Cyberbullying among youngsters: Prevalence and profiles of bullies and victims. *New Media & Society*, 11(8), 1349-1371.
- van den Berg, Y., Burk, W., & Cillessen, A. (2015). Identifying subtypes of peer status by combining popularity and preference: A cohort-sequential approach. *The Journal of Early Adolescence*, 35(8), 1108-1137.
- Van der Wal, M., de Wit, C., & Hirasing, R. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*, 111(6), 1312-1317.
- Vartanian, L. (2000). Revisiting the imaginary audience and personal table constructs of adolescent egocentrism: A conceptual review. *Adolescence*, 35(140), 639-691.
- Veenstra, S. (2011). Cyberbullying: An explanatory analysis. University of Leicester: Department of Criminology. Retrieved from <https://www.politieacademie.nl/kennisenonderzoek/kennis/mediatheek/PDF/86485.pdf>
- Viner, R. (Ed.). (2005). *The ABC of adolescence*. Malden, MA: Blackwell.
- von Marees, N., & Petermann, F. (2012). Cyberbullying: An increasing challenge for schools. *School Psychology International*, 33(5), 467-476.
- Voors, W. (2003). Bullying: Both sides of the fence. *Paradigm*, 8(1), 16-17.
- Walrave, M., & Heirman, W. (2011). Cyberbullying: Predicting victimization and perpetration. *Children and Society*, 25(1), 59-72.
- Wang, J., Iannotti, R., & Luk, J. (2012). Patterns of adolescent bullying behaviours: Physical, verbal, exclusion, rumor, and cyber. *Journal of School Psychology*, 50(4), 521-534.
- Wang, J., Iannotti, R., & Nansel, T. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45(4), 368-375.
- Wang, J., Iannotti, R., Nansel, T., & Luk, J. (2010). Co-occurrence of victimization from five subtypes of bullying: Physical, verbal, social exclusion, spreading rumours, and cyber.

- Wang, J., Nansel, T., & Iannotti, R. (2011). Cyber and traditional bullying: Differential association with depression. *Journal of Adolescent Health*, 48(4), 415-417.
- Wassdorp T., & Bradshaw, C. (2015). The Overlap Between Cyberbullying and Traditional Bullying. *Journal of Adolescent Health*, 56(5), 483-488.
- Wheeler, S. (2001). Information and communication technologies and the changing role of the teacher. *Journal of Educational Media*, 26(1), 7-17.
- Whitney, I., & Smith, P. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research*, 35(1), 3-25.
- Willard, N. (2005). An educator's guide to cyberbullying and cyber threats. Retrieved from <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Anti-Harassment-Intimidation-and-Bullying-Resource/Educator-s-Guide-Cyber-Safety.pdf.aspx>.
- Willard, N. (2006). *Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats and distress*. Centre for safe and responsible Internet use.
- Willard, N. (2007). *Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats and distress*. Champaign, IL: Research Press.
- Willard, N. (2011). *Cyberbullying, sexting and predators, oh my! Addressing youth risk in the digital age in a positive and restorative manner*. Retrieved from <http://www.embracecivility.org/wp-content/uploadsnew/2011/10/digitalrisk.pdf>
- Williams, K., & Guerra, N. (2007). Prevalence and predictors of Internet bullying. *Journal of Adolescent Health*, 41(6, Supp. 1), S14-S21.
- Willig, C. (2001). *Introducing qualitative research in psychology*. Buckingham, UK: Open University Press.
- Willemse, I., Suess, D., Waller, G. (2014). JAMES-Studie. Jugend, Aktivita ¨t, Medien—Erhebung Schweiz. Factsheet Befunde 2014. Zu ¨rcher Hochschule fu ¨r angewandte

Winter, R., & Leneway, R. J. (2008). Cyberbullying-terror in the classroom: What can be done?

Retrieved from <http://www.edtechpolicy.org/C32008/Presentations/Cyberbullying.pdf>

Wolak, J., Mitchell, K., & Finkelhor, D. (2006). Online victimization: Five years later. (No. 07-06-025). Alexandria, VA: National Center for Missing and Exploited Children.

Wolak, J., Mitchell, K., & Finkelhor, D. (2007). Does online harassment constitute bullying? An exploration of online harassment by known peers and online-only contacts. *Journal of Adolescent Health, 41*(6, Supp), S64-S65.

Wong, D., Chan, H., & Cheng, C. (2014). Cyberbullying perpetration and victimization among adolescents in Hong Kong. *Child Youth Services Review, 36*, 133-140.

Wong-Lo, M., & Bullock, L. (2011). Digital aggression: Cyberworld meets school bullies. *Preventing School Failure, 55*(2), 64-70.

Woolford, S., Blake, N., & Clark, S. (2013). Texting, tweeting and talking. E- Communication with Adolescents in Primary Care. *Contemporary Pediatrics, 30*(6), 12-8.

World Health Organization. (1996). *School health promotion - Series 5: Regional guidelines: Development of health promoting schools: A framework for action*. Manila, Philippines: Author.

Wright, M., & Li, Y. (2012). Kicking the digital dog: A longitudinal investigation of young adults' victimization and cyber-displaced aggression. *Cyberpsychology, Behavior, and Social Networking, 15*(9), 448-454.

Ybarra, M. (2004). Linkages between depressive symptomology and Internet harassment among young regular Internet users. *CyberPsychology and Behaviour, 7*(2), 247-257.

Ybarra, M., Boyd, D., Korchmaros, J., & Oppenheim, J. (2012). Definition and measuring cyberbullying within the larger context of bullying victimization. *Journal of Adolescent Health, 51*(1), 53-58.

Ybarra M., & Mitchell, J. (2004). Online aggressor/targets, aggressors and targets: A comparison

- of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45(7), 1308-1316.
- Ybarra, M., & Mitchell, K. (2007). Prevalence and frequency of Internet harassment instigation: implications for adolescent health. *Journal of Adolescent Health*, 41(2), 189-195.
- Ybarra, M., Mitchell, K., Wolak, J., & Finkelhor, D. (2006). Examining characteristics and associated distress related to Internet harassment: Finding form the Second Youth Internet Safety Survey. *Pediatrics*, 118(4), 1169-1177.
- Ybarra, M., & Suman, M. (2006). Reasons, assessments and actions taken: Sex and age differences in the uses of Internet health information. *Health Education Research*, 23(3), 512-521.
- Yilmaz, H. (2010). An examination of preservice teachers' perceptions of cyberbullying. *Eurasia Journal of Mathematic, Science on Technology Education*, 6(4), 263-270.
- Yin, R. (1993). *Applications of case study research*. Newbury Park, CA: Sage.
- Yin, R. (2013). *Case study research: Design and methods*. Thousand Oaks, CA: Sage.
- Yin, R. K. (1981). The case study crisis: Some answers. *Administrative science quarterly*, 26(1), 58-65.
- Yoo, M., & Kwon, M. (2011). "The Comparative Study on Mother's Rearing Attitude and Communication among Mother and Students Behavior between Mobile Phone Addiction Group and non-Youth Studies," *Korean Parent-Child Heath Journal*, 14(2), 76-83.
- Yoon, J., & Barton, E. (2008). The role of teachers in school violence and bullying prevention. In T. W. Miller (Ed.), *School violence and primary prevention* (pp. 249-275). New York, NY: Springer.
- Yoon, J., Bauman, S., Choi, T., & Hutchinson, A. (2011). How South Korean teachers handle an incident of school bullying. *School Psychology International*, 32(3), 312-329.

Zacker, E. (2009). *School counselor perspectives on bullying behaviour in urban middle school settings*. (Unpublished masters dissertation) Smith College for Social Work, Northampton, MA.

APPENDICES

APPENDIX A: STUDENT SURVEY

The attached Operation Cyberblitz survey seeks information from Middle School students on issues relating to cyberbullying.

Operation Cyberblitz is not established with the aim of sanctioning (or punishing) students but its goal is to determine the extent (how much) and impact (how bad) of cyberbullying within the important transition years to secondary school. It will also help us to address the issue and find ways to manage and respond to this issue in our school.

All responses are confidential and will be used only for the purposes of this study. If you have particular concerns about cyberbullying which involve yourself or others you are strongly encouraged to speak to a trusted adult about the issue. It is not anticipated that there will be any risks associated with participating in this study. However, if you choose to participate and feel apprehension or anxiety, support will be available through the provision of school counsellors. Appointments can be made via the appointment box at student reception. Alternatively, HEADSPACE can be contacted on (03) 63353100 or KIDS HELP LINE on 1800 551800 or you can see your House Head or Pastoral Coordinator to get these details.

IT IS IMPORTANT THAT YOU DO NOT NAME ANY STUDENTS ON THIS SURVEY AS THE PURPOSE OF THIS SURVEY IS TO GATHER GENERAL INFORMATION ABOUT THE EXPERIENCE OF CYBERBULLYING. SPECIFIC CONCERNS SHOULD BE DIRECTED TO THE SOURCES NAMED ABOVE.

Thank you in anticipation of your time to complete this online survey. It is expected that the survey will take approximately 30 - 40 minutes to complete.

Operation Cyberblitz seeks to identify areas of concern within our College, particularly in the areas of cyberbullying and harassment.

Bullying is any behaviour which is deliberately intended to hurt, ridicule, threaten or frighten another person or group of people.

Cyberbullying is when a person is tormented, threatened, harassed, humiliated, embarrassed or targeted by another person/s using the Internet, mobile phone, or other type of digital technology.

1. What is your gender?

☐ male ☐ female

2. What year level are you in?

☐ Year 7 ☐ Year 8

3. Do you use a mobile phone at school?

☐ yes ☐ no

4. Do you use the Internet to socialise and communicate with others?

☐ yes ☐ no

5. If you answered 'Yes' to Question 4, would you say that the communication you witness

on the Internet and other forms of technology (e.g. social media sites, mobile phone, etc)

is:

☐ mostly positive, respectful communication intended as a means of friendly

interaction

☐ mostly negative, disrespectful communication intended as a means of offensive

interaction

☐ a combination of positive, respectful communication and negative, disrespectful

communication

6. Please indicate which of the following behaviours you think would qualify as

cyberbullying behaviours?

☐ flaming (online fights using electronic messages with offensive language and

angry tone)

☐ harassment (repeatedly sending insulting and hurtful messages)

☐ denigration ('dissing' someone online which may include sending or posting

rumours or gossip about a person with the intent of damaging their character)

☐ impersonation (pretending to be someone else and attempting to get that person in

trouble or damage their relationships)

☐ outing (sharing secret information or images online)

☐ trickery (coercing someone into revealing secret information or images online)

☐ exclusion (deliberately excluding someone from an online group with the intent to

offend)

☐ cyberstalking (repeated harassment and denigration that includes threats or incites

fear)

☐ other (please describe)-----

7. Have you ever witnessed one of your peers / classmates being cyberbullied in any of the following ways:

- ☐ flaming (online fights using electronic messages with offensive language and angry tone)
- ☐ harassment (repeatedly sending insulting and hurtful messages about them on a web page, facebook site or via mobile phone)
- ☐ denigration ('dissing' someone online which may include sending or posting rumours or gossip about a person with the intent of damaging their character)
- ☐ impersonation (pretending to be someone else and attempting to get that person in trouble or damage their relationships)
- ☐ outing (sharing secret information or images online via mobile phone or facebook or webpage without their consent)
- ☐ trickery (coercing someone into revealing secret information or images online)
- ☐ exclusion (deliberately excluding someone from an online group with the intent to offend)
- ☐ cyberstalking (repeated harassment and denigration that includes threats or incites fear)
- ☐ received an offensive email from someone with the intention of teasing or frightening them?
- ☐ received an offensive text message from someone with content that is intended to tease or frighten them?
- ☐ had pictures posted or forwarded via mobile phone or facebook or webpage without their consent?
- ☐ received rude things or lies about them online or in a text message?

☐ been impersonated by someone online (Pretending to be someone else to say things in their name)?

☐ other (please specify)-----

8. In your own words what do you think cyberbullying is?

9. Please indicate whether you strongly disagree, disagree, agree or strongly agree with the following statements:

a) Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

b) I know of someone who has been really hurt by cyberbullying.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

c) Things that happen online should stay online.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

d) If someone is hurt by cyberbullying, they should report it to a responsible adult.

e) ☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

f) Adults (teachers and parents) should stay out of cyber communication issues.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

g) People have the right to say anything they want online, even if what they say hurts someone or violates their privacy.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

h) When I report a cyberbullying issue to a teacher they help to sort it out.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

i) I would like to create a more kind and respectful online world.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

j) I think most students have a good awareness of appropriate online codes of behaviour.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

In my lessons, teachers regularly include some discussion and learning activities about responsible cyber communication.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

k) This school really cares about appropriate online communication.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

10. Have you ever been cyberbullied by a student who attends this school?

☐ Yes

☐ No

☐ I don't know

11. Have you ever participated in any of the following:

☐ Sent an offensive email to someone with the intention of teasing or frightening them?

☐ Sent an offensive text message to someone with content that is intended to tease or frighten them?

☐ Posted or forwarded pictures or information about others via mobile phone, facebook page or web page without their consent?

☐ Created or contributed to a web page or facebook site created about someone without their consent?

☐ Posted rude things or lies about someone online or in a text message?

☐ Impersonated someone online (Pretending to be someone else to say things in their name)

☐ Other (please specify) _____

12. If so, why do you think you have chosen to behave in this way?

☐ everyone else is doing it so I join in

☐ it is funny

☐ if I don't do it, someone will do it to me

☐ it's just normal

☐ I just do it and I don't think about the consequences

☐ I do it to intentionally upset or offend someone

☐ not applicable to me as I have not done this

☐ Other (please specify) _____

13. How often do you think cyberbullying occurs through mobile phones or other devices at school?

☐ Frequently / often / all the time

☐ Sometimes / occasionally

☐ Never

☐ I don't know

14. In your experience, would you say cyberbullying is more prevalent among young people than it was a year ago?

- ☐ Yes, I am aware of more cyberbullying now than a year ago
- ☐ No, I am not aware of more cyberbullying now than a year ago
- ☐ I think it is the same now as a year ago

15. How often do you think cyberbullying that involves students at this school occurs out of school?

- ☐ Frequently / often / all the time
- ☐ Sometimes / occasionally
- ☐ Never
- ☐ I don't know

16. Do you believe cyberbullying is a significant concern at (*school name)?

- ☐ Yes
- ☐ No
- ☐ I don't know

17. Could you estimate what proportion of students in the Middle School at (this school) you believe would have:

Been cyberbullied

- ☐ Less than 10%
- ☐ About 25%
- ☐ About 50%

☐ More than 50%

☐ Other _____

Participated in cyberbullying behaviour

☐ Less than 10%

☐ About 25%

☐ About 50%

☐ More than 50%

☐ Other _____

Witnessed cyberbullying behaviour

☐ Less than 10%

☐ About 25%

☐ About 50%

☐ More than 50%

☐ Other _____

18. Name the types of cyberbullying you have experienced since being at this school:

☐ Harassment: Received an offensive email from someone with content that teases or frightens you?

☐ Flaming: involved in an online fight with offensive language and angry tone used

towards me

☐ Cyberstalking: online harassment that includes threats or harm

☐ Denigration: put-downs (dissing) sending harmful, untrue or cruel statements to you or posting such material online

☐ Outing: private pictures or information about you posted or forwarded without your consent?

☐ Exclusion: being excluded from an online group

☐ Had rude things or lies about you posted online or sent in a text message?

☐ Had rude things or lies about you posted online or sent in a text message?

☐ Had a web page or facebook site created about you without your consent?

☐ Been impersonated by someone online (someone pretending to be you to say things in your name)

☐ Other (please specify) _____

19. If any of these forms of cyberbullying have happened to you, how often has it occurred:

☐ All the time

☐ Frequently

☐ Occasionally

☐ Never

20. If any of these forms of cyberbullying have happened to you, how do you feel about it?

- ☐ Very upset
- ☐ Upset
- ☐ I'm not upset
- ☐ I am used to it / can live with it
- ☐ Other (please specify)

21. Please identify the intensity of cyber harassment/bullying (how much) experienced by you at (this school):

- ☐ 5 extreme
- ☐ 4 serious
- ☐ 3 moderate
- ☐ 2 mild
- ☐ 1 very insignificant
- ☐ 0 none

22. If you have been cyberbullied, how long has it been happening?

- ☐ Less than one month
- ☐ Less than 6 months
- ☐ More than 6 months

23. Number the types of cyberbullying that you think are the most offensive / hurtful / damaging.

Number 1 = most offensive, Number 2 = second most offensive, Number 3 + third most offensive.

- ☐ Harassment: Received an offensive email from someone with content that teases or frightens you
- ☐ Flaming: involved in an online fight with offensive language and angry tone used towards me
- ☐ Cyberstalking: online harassment that includes threats or harm
- ☐ Denigration: put-downs (dissing) sending harmful, untrue or cruel statements to you or posting such material online
- ☐ Outing: private pictures or information about you posted or forwarded without your consent
- ☐ Exclusion: being excluded from an online group
- ☐ Had rude things or lies about you posted online or sent in a text message
- ☐ Had a web page or facebook site created about you without your consent
- ☐ Been impersonated by someone online (someone pretending to be you to say things in your name)

24. What times of the day are worst for cyberbullying (pick as many as applicable)

- ☐ Before school
- ☐ Recess
- ☐ Lunchtime
- ☐ During classes
- ☐ After classes
- ☐ On transport to / from school
- ☐ After school

25. Please identify your level of distress caused by

• experiencing cyberbullying as a victim (it is happening to you)

☐ 5 extremely upset (feeling very anxious, physically unwell, scared, feeling isolated and alone)

☐ 4 upset (feeling anxious and worried)

☐ 3 moderately upset (feeling disturbed by the action but able to cope)

☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)

☐ 1 very insignificant (don't really care)

☐ 0 none

• experiencing cyberbullying as a perpetrator (you are bullying someone else)

☐ 5 extremely upset (feeling very anxious, physically unwell, scared, feeling isolated and alone, experiencing regret and remorse)

☐ 4 upset (feeling anxious and worried and sorry I got involved)

☐ 3 moderately upset (feeling disturbed by the action but able to cope)

☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)

☐ 1 very insignificant (don't really care)

☐ 0 none

• experiencing cyberbullying as a bystander (you are a witness to the bullying to others)

☐ 5 extremely upset (feeling very anxious and deeply concerned, physically unwell, scared that I might be next victim, feeling isolated and alone, experiencing regret and remorse,)

☐ 4 upset (feeling anxious and worried and sorry I witnessed this)

☐ 3 moderately upset (feeling disturbed by the action but able to cope)

- ☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)
- ☐ 1 very insignificant (don't really care)
- ☐ 0 none

26. If someone was cyberbullying you at school, or if a student from this school was cyberbullying you at home, would you report the cyberbullying to a staff member at school (teacher, tutor, counsellor, House Head, Pastoral Coordinator, Deputy Principal, Principal)?

- ☐ Yes
- ☐ No

27. If you answered no, what are the most important reasons you would not report it (tick as many as applicable):

- ☐ I don't think the staff would understand or believe me
- ☐ I don't think the school would or could do anything to stop it
- ☐ I could get into trouble
- ☐ The cyberbully could get back at me and make things worse
- ☐ I could lose access to my mobile phone or computer
- ☐ Other students could get involved
- ☐ My parents would get angry or upset
- ☐ I need to deal with it by myself
- ☐ Cyberbullying is no big deal
- ☐ Other (please specify) -----

28. Why do you think cyberbullying takes place at our school?

29. If you have witnessed cyberbullying, please tick as many of the following responses that are correct:

- ☐ I supported the person who was cyberbullied by speaking to them personally
- ☐ I supported the person who was cyberbullied by intervening / making a comment online to show I disagreed with what was happening
- ☐ I ignored the cyberbullying because I did not want to get involved
- ☐ I encouraged the victim to tell someone
- ☐ I reported the bullying to a teacher or parent or counsellor
- ☐ I found it funny and joined in
- ☐ I was worried or concerned about it but I did not know what to do
- ☐ I approached the person who was cyberbullying and told them to stop

30. If you ticked any of the above boxes in the previous question, was your action successful in helping to stop the cyberbullying?

- ☐ Yes
- ☐ No
- ☐ I don't know

31. Have you ever witnessed a situation where a bystander intervened in a cyberbullying incident in an effort to stop the cyberbullying?

☐ Yes

☐ No

32. If you answered yes to the above question, would you say:

☐ It had the effect of stopping the cyberbullying

☐ It made the situation worse

☐ It had no impact

33. Who have you spoken to in relation to any cyberbullying incident this year?

☐ Parent

☐ Staff Member

☐ Friend

☐ House Head

☐ Counsellor

☐ Deputy Principal

☐ Other (please specify)_____

34. If you ticked an answer at Question 11, was this action successful?

☐ Yes

☐ No

☐ I don't know

35. What do you believe is the best way to stop or prevent cyberbullying from occurring?

- ☐ teach students about the effects of cyberbullying
- ☐ introduce harsher penalties for those who cyberbullying
- ☐ give more assistance to the victims of cyberbullying
- ☐ encourage bystanders to speak up and respond
- ☐ teach parents about the effects of cyberbullying
- ☐ prevent young people having access to technology
- ☐ other (please specify)_____

36. PLEASE READ THE FOLLOWING SHORT SCENARIO AND ANSWER THE ACCOMPANYING QUESTIONS:

Anne and Bess are in the same core group at school. They are not best friends but they usually get along okay. One day at school Bess supports Carly, a student who is upset – Bess sits with her and asks her what is wrong and invites Carly to have lunch with her group that day. Anne gets annoyed because she thinks Bess is interfering in a situation that has nothing to do with her.

When Anne gets home from school she inboxes Bess with really strong language, telling her to keep away from Carly and mind her own business. She writes in capital letters and calls Bess some offensive names. It becomes an online argument and Anne sends 14 messages in total, all of them more and more aggressive. The last message before Bess logs out tells Bess to watch her back at school the next day.

Does this story sound like the sort of thing that could happen to someone at your school?

- ☐ Yes
- ☐ No
- ☐ I don't know

37. How often do you think this sort of thing might be happening to students at this school?

- ☐ Frequently / often / all the time
- ☐ Sometimes / occasionally
- ☐ Never
- ☐ I don't know

38. Do you know people at this school who have had this type of experience?

- ☐ Yes
- ☐ No

39. What is described in this story is called 'flaming' (an intense argument that normally takes place via inbox, instant messages, mobile phone or email). Have you ever heard of therm 'flaming'?

- ☐ Yes
- ☐ No

40. Have you ever been a witness or bystander to 'flaming' that involved students from this school?

- ☐ Yes

☐ No

41. What is the impact on you when you hear or see stories like this one?

☐ I am extremely upset (feeling very anxious and deeply concerned, physically unwell, scared that I might be the next victims, feeling isolated and alone, experiencing regret and remorse

☐ I am upset (feeling anxious and worried and sorry I witnessed it)

☐ I am moderately upset (feeling disturbed by the action but able to cope)

☐ I am mildly upset (feeling a bit annoyed but have not given it too much thought)

☐ Very insignificant (don't really care)

☐ None

42. How would you respond if you were one of the students in Bess' core class? Tick as many as appropriate.

☐ I would support the person who was cyberbullied by speaking to them personally

☐ I would support the person who was cyberbullied by intervening / making a comment online to show I disagreed with what was happening

☐ I would ignore the cyberbullying because I would not want to get involved

☐ I would encourage the victim to tell someone

☐ I would report the bullying to a teacher or parent or counsellor

☐ I would find it funny and join in

☐ I would be worried or concerned about it but I would not know what to do

☐ I would approach the person who was cyberbullying and tell them to stop

☐ Other (please specify) _____

43. Who do you think Bess should tell?

☐ Parent

☐ Staff member

☐ Friend

☐ House Head

☐ Counsellor

☐ Deputy Principal

☐ Other (please specify) _____

44. What would happen if she did?

☐ It would stop the cyberbullying

☐ It would make the situation worse

☐ It would have no impact

45. What about the bystanders- the ones who know about it and see it happen- is there anything they could do to help the situation?

☐ Yes, when bystanders report cyberbullying it helps to stop it

☐ Yes, when bystanders intervene directly it helps to stop it

☐ No, reporting it does not have any impact on stopping cyberbullying

☐ No, getting involved does not have any impact on stopping cyberbullying

☐ Other (please specify) _____

46. Do you think witnesses to cyberbullying should do something?

☐ Yes

☐ No

☐ I don't know

47. Has anything like this ever happened to you or your classmates?

☐ Yes

☐ No

☐ I don't know

48. PLEASE READ THE FOLLOWING SHORT SCENARIO AND ANSWER THE ACCOMPANYING QUESTIONS:

Frank is new to the school. He has moved to Tasmania from another country and does not know anyone here. He joins the chess club to try and make friends. After a week of being here, a couple of the students in the class start making fun of his accent. Frank receives nasty text messages about the way he talks and his haircut. Another comment from someone he does not know says that 'chess club is for nerds'. Some comments are made up and are posted on facebook – these statements are untrue and hurtful. They say he eats worms and no one should be friends with him because he is gay. Then some boys create a "Frank is a faggot" website where they post jokes, cartoons, gossips and rumours, all dissing Frank.

Does Frank's story sound like the sort of thing that could happen to someone at your school?

☐ Yes

☐ No

☐ I don't know

49. How often do you think this sort of thing might be happening to students at this school?

☐ Frequently / often / all the time

☐ Sometimes / occasionally

☐ Never

☐ I don't know

50. What is described in this story is called 'denigration' (making derogatory statements and sending them electronically. The statements are often lies concocted to hurt the target with the aim of damaging the person's reputation). Have you ever heard of term 'denigration'?

☐ Yes

☐ No

51. What is the impact on you when you hear or see stories like this one affecting Frank?

☐ I am extremely upset (feeling very anxious and deeply concerned, physically unwell, scared that I might be the next victims, feeling isolated and alone, experiencing regret and remorse

☐ I am upset (feeling anxious and worried and sorry I witnessed it)

☐ I am moderately upset (feeling disturbed by the action but able to cope)

☐ I am mildly upset (feeling a bit annoyed but have not given it too much thought)

☐ Very insignificant (don't really care)

☐ None

52. How would you respond if you were one of the students in Frank's core class?

Tick as many as appropriate.

☐ I would support the person who was cyberbullied by speaking to them personally

☐ I would support the person who was cyberbullied by intervening / making a comment online to show I disagreed with what was happening

☐ I would ignore the cyberbullying because I would not want to get involved

☐ I would encourage the victim to tell someone

☐ I would report the bullying to a teacher or parent or counsellor

☐ I would find it funny and join in

☐ I would be worried or concerned about it but I would not know what to do

☐ I would approach the person who was cyberbullying and tell them to stop

☐ Other (please specify) _____

53. Who do you think Frank should tell?

- ☐ Parent
- ☐ Staff member
- ☐ Friend
- ☐ House Head
- ☐ Counsellor
- ☐ Deputy Principal
- ☐ Other (please specify) _____

54. What would happen if he did?

- ☐ It would stop the cyberbullying
- ☐ It would make the situation worse
- ☐ It would have no impact

55. What about the bystanders- the ones who know about it and see it happen- is there anything they could do to help the situation?

- ☐ Yes, when bystanders report cyberbullying it helps to stop it
- ☐ Yes, when bystanders intervene directly it helps to stop it
- ☐ No, reporting it does not have any impact on stopping cyberbullying
- ☐ No, getting involved does not have any impact on stopping cyberbullying
- ☐ Other (please specify) _____

56. Do you think witnesses should do something?

☐ Yes

☐ No

☐ I don't know

57. Has anything like this ever happened to you or your classmates?

☐ Yes

☐ No

☐ I don't know

58. Please feel free to add any other comments relating to bullying at (this school). If you have experienced or witnessed cyberbullying you may wish to include details of what occurred. Please ensure that you do not name any students on this survey as the purpose of this survey is to gather general information about the experiences of cyberbullying.

STUDENTS ARE REMINDED THAT RESPONSES ARE CONFIDENTIAL AND WILL BE USED ONLY FOR THE PURPOSES OF THIS STUDY. HOWEVER, WHERE SPECIFIC DETAILS OF PARTICULAR STUDENTS BEING EXPOSED TO HARM ARE PROVIDED, THE RESEARCHER IS BOUND TO PASS THESE DETAILS TO THE SCHOOL COUNSELLOR. IF YOU HAVE A CONCERN ABOUT CYBERBULLYING WHICH INVOLVES YOURSELF OR OTHERS YOU ARE STRONGLY ENCOURAGED TO SPEAK TO A TRUSTED ADULT ABOUT THIS ISSUE. IF COMPLETION OF THIS SURVEY HAS RAISED ISSUES WHICH YOU REQUIRE SUPPORT WITH, YOU ARE ENCOURAGED TO CONTACT THE SCHOOL COUNSELLOR. YOU MAY ALSO CONTACT HEADSPACE ON (03) 63353100 OR

KIDS HELP LINE ON 1800 551800 IF YOU WISH TO DISCUSS YOUR CONCERNS.

APPENDIX B: STAFF SURVEY

The attached Operation Cyberblitz survey seeks information from staff on issues relating to cyberbullying. The survey is designed for use in better understanding the nature, prevalence and impact of cyberbullying on members of the school community.

The survey does not solicit any personal information that would allow identification of individual members of staff. All responses are confidential.

Thank you in anticipation of your time to complete this online survey. It is expected that the survey will take approximately 40 minutes to complete.

Bullying is any behaviour which is deliberately intended to hurt, ridicule, threaten or frighten another person or group of people.

Cyberbullying is when a person is tormented, threatened, harassed, humiliated, embarrassed or targeted by another person/s using the Internet, mobile phone, or other type of digital technology.

Operation Cyberblitz is not established with the aim of sanctioning students but its goal is to determine the extent (how much) and impact (how bad) of cyberbullying within the important transition years to secondary school. It seeks to identify and examine any potential inconsistency between staff and student perceptions of cyberbullying behaviour. It will also help us to address the issue and find ways to manage and respond to this issue in our school.

1. What is your gender? ☐ male ☐ female

2. How would you describe your role at the school:

☐ classroom teacher

☐ teacher in a pastoral and / or leadership position

☐ non teacher but involved in other role within the school e.g counsellor,
administration, etc.

**3. Please indicate which of the following behaviours you think would qualify as
cyberbullying behaviours?**

☐ flaming (online fights using electronic messages with offensive language and
angry tone)

☐ harassment (repeatedly sending insulting and hurtful messages)

☐ denigration ('dissing' someone online which may include sending or posting
rumours or gossip about a person with the intent of damaging their character)

☐ impersonation (pretending to be someone else and attempting to get that person in
trouble or damage their relationships)

☐ outing (sharing secret information or images online)

☐ trickery (coercing someone into revealing secret information or images online)

☐ exclusion (deliberately excluding someone from an online group with the intent to
offend)

☐ cyberstalking (repeated harassment and denigration that includes threats or incites fear)

☐ other (please describe)-----

4. Please indicate whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

a) Cyberbullying is a normal part of the online world. There is nothing anyone can do to stop it.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

b) I know of someone who has been really hurt by cyberbullying.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

c) Things that happen online should stay online.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

d) If someone is hurt by cyberbullying, they should report it to a responsible adult.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

e) People have the right to say anything they want online, even if what they say hurts someone or violates their privacy.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

f) Adults (teachers and parents) should stay out of cyber communication issues.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

g) I would like to create a more kind and respectful online world.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

h) When a cyberbullying issue is reported to me I feel confident in knowing how to respond.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

i) I integrate discussion and learning activities about responsible cyber

communication into my lessons.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

j) I feel confident that young people have a good awareness of appropriate online codes of behaviour.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

k) I feel confident that we are proactive at this school in teaching about appropriate online communication.

☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

5. Do you believe cyberbullying is a significant concern at (this school)?

☐ Yes

☐ No

☐ I don't know

6. Could you estimate what proportion of students in the Middle School at (this school) you believe would have:

Been cyberbullied

☐ Less than 10%

☐ About 25%

☐ About 50%

☐ More than 50%

☐ Other _____

Participated in cyberbullying behaviour

☐ Less than 10%

☐ About 25%

☐ About 50%

☐ More than 50%

☐ Other _____

Witnessed cyberbullying behaviour

☐ Less than 10%

☐ About 25%

☐ About 50%

☐ More than 50%

☐ Other _____

7. Name the types of cyberbullying you are aware that Middle School students have experienced since being at this school:

☐ Received an offensive email or text message from someone with content that teases or frightens them?

☐ Been involved in an online argument where electronic messages use offensive language and an angry tone?

☐ Had rude things, lies or gossip about them posted online or sent in a text message

with the intention of damaging their character?

☐ Have had pictures or information about them posted or forwarded without their consent?

☐ Had a web page or facebook site created about them without their consent?

☐ Been impersonated by someone online (someone pretending to be them to say things in their name?

☐ Been deliberately excluded from online groups with the intent of offending?

☐ Been subject to repeated denigration online that includes threats and incites fear?

8. What times of the day are worst for cyberbullying in your opinion (pick as many as applicable)

☐ Before school

☐ Recess

☐ Lunchtime

☐ During classes

☐ After classes

☐ On transport to / from school

☐ After school

9. Please identify the intensity of cyber harassment/bullying experienced by students in Middle School at (this school) in your opinion:

☐ 5 extreme

☐ 4 serious

- ☐ 3 moderate
- ☐ 2 mild
- ☐ 1 very insignificant
- ☐ 0 none

10. Please identify the level of distress you believe is experienced by most cyberbullying victims at (this school)

- ☐ 5 extremely upset (feeling very anxious, physically unwell, scared, feeling isolated and alone)
- ☐ 4 upset (feeling anxious and worried)
- ☐ 3 moderately upset (feeling disturbed by the action but able to cope)
- ☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)
- ☐ 1 very insignificant (don't really care)
- ☐ 0 none

11. Have you ever witnessed one of your students being cyber bullied in any of the following ways:

- ☐ Received an offensive email or text message from someone with content that teases or frightens them?
- ☐ Been involved in an online argument where electronic messages use offensive language and an angry tone?
- ☐ Had rude things, lies or gossip about them posted online or sent in a text message with the intention of damaging their character?

☐ Have had pictures or information about them posted or forwarded without their consent?

☐ Had a web page or facebook site created about them without their consent?

☐ Been impersonated by someone online (someone pretending to be them to say things in their name?)

☐ Been deliberately excluded from online groups with the intent of offending?

☐ Been subject to repeated denigration online that includes threats and incites fear?

12. How do you react if you see or learn that a student is being cyberbullied by another / other student/s? Please tick as many as applicable.

☐ I have never noticed or been made aware of any students being cyberbullied.

☐ I do not do anything as it has nothing to do with me.

☐ I don't think it is as serious as physical bullying so I probably don't intervene.

☐ I only intervene if the student is upset or reports it to me.

☐ I don't do anything but it does concern me.

☐ I report it to a more senior member of staff to deal with

☐ I support the person who was cyberbullied

☐ I ignore the cyberbullying because I do not want to get involved

☐ I encourage the victim to tell someone such as a counsellor, House Head, Pastoral Coordinator or Deputy Principal

☐ I find it funny and tell the student to toughen up

- ☐ I am worried or concerned about it but I don't know what to do
- ☐ I approach the person who was cyberbullying and tell them to stop
- ☐ I contact the parents of the student who was being cyberbullied
- ☐ I contact the parents of the student who was engaging in cyberbullying behaviour

13. Please identify how the experience of being a bystander or witness to cyberbullying impacts on you as a staff member:

- ☐ 5 extremely upset (feeling very anxious and deeply concerned, physically unwell, scared that I might be next victim, feeling isolated and alone, experiencing regret and remorse)
- ☐ 4 upset (feeling anxious and worried and sorry I witnessed this)
- ☐ 3 moderately upset (feeling disturbed by the action but able to cope)
- ☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)
- ☐ 1 very insignificant (don't really care)
- ☐ 0 none

14. If you witnessed cyberbullying or had it reported to you, please tick as many of the following responses that are correct:

- ☐ I supported the person who was cyberbullied
- ☐ I ignored the cyberbullying because I did not want to get involved
- ☐ I encouraged the victim to tell someone such as a counsellor, House Head, Pastoral Coordinator or Deputy Principal
- ☐ I reported the bullying to a counsellor, House Head, Pastoral Coordinator or Deputy Principal

- ☐ I found it funny and told the student to toughen up
- ☐ I was worried or concerned about it but I did not know what to do
- ☐ I approached the person who was cyberbullying and told them to stop
- ☐ I contacted the parents of the student who was being cyberbullied
- ☐ I contacted the parents of the student who was engaging in cyberbullying behaviour

15. Who have you spoken to in relation to any cyberbullying incident this semester?

- ☐ Parent
- ☐ Staff Member / colleague
- ☐ Friend / partner
- ☐ House Head
- ☐ Counsellor
- ☐ Deputy Principal
- ☐ Other (please specify)

16. If you ticked an answer at Question 16, was this action successful?

- ☐ Yes
- ☐ No
- ☐ I don't know

17. What do you believe is the best way to stop or prevent cyberbullying from occurring?

- ☐ teach students about the effects of cyberbullying
- ☐ introduce harsher penalties for those who cyberbully
- ☐ give more assistance to the victims of cyberbullying
- ☐ encourage bystanders to speak up and respond
- ☐ teach parents about the effects of cyberbullying
- ☐ prevent young people having access to technology
- ☐ other (please specify)_____

18. What is your understanding of bullying prevention at this school? Please tick as many as applicable:

- ☐ as a school we are responding very consistently and proactively to the issue
- ☐ as a school we have clear policies about this issue
- ☐ as a school we lack a clear and consistent response plan to this issue
- ☐ as a school some staff are well trained in how to respond to this issue but other staff are unaware of how to respond
- ☐ as a school we need more staff professional development about the best way to educate and respond to this issue
- ☐ this is not an issue our school should be spending time and resources on

19. What sort of professional development or training has been made available for staff in the area of cyber bullying?

- ☐ professional development /training is regularly available in this area and I have undertaken some

☐ professional development /training is regularly available in this area although I have not personally been involved

☐ to my knowledge there has been little professional development /training available in this area for staff

20. What impact does the school's bullying prevention initiatives (online surveys, policies, school expectations) have on the way you manage your classroom / manage your professional responsibilities (for non-teaching staff)?

☐ the provision of schoolwide bullying prevention initiatives provides a clear, consistent message for staff and students and equips staff with a best-practice response approach which supports me in my role as a staff member

☐ the provision of schoolwide bullying prevention initiatives has little or no impact on my classroom / professional responsibilities

☐ I am not aware of any schoolwide bullying prevention initiatives

21. In your time at the school, have you been personally aware of any changes in the culture of the school in relation to bullying / anti-bullying?

☐ Yes, the school has shown effort to respond to the issue in many ways and the culture of the school in relation to bullying / anti-bullying has changed significantly

☐ Some changes have been introduced but the culture of the school in relation to bullying / anti-bullying has not changed significantly

☐ Other_____

22. Does the school's anti-bullying and harassment policy or other policies help stop any actions in the school that you would consider cyberbullying?

☐ Yes

☐ No

☐ I don't know

23. Finally, please read the three short stories below which relate the experience of young people who are cyberbullied. They are all based on true stories although the names and some details have been changed. There are some questions which follow about these stories.

Scenario/ Story # 1

Anne and Bess are in the same core group at school. They are not best friends but they usually get along okay. One day at school Bess supports Carly, a student who is upset – Bess sits with her and asks her what is wrong and invites Carly to have lunch with her group that day. Anne gets annoyed because she thinks Bess is interfering in a situation that has nothing to do with her.

When Anne gets home from school she inboxes Bess with really strong language, telling her to keep away from Carly and mind her own business. She writes in capital letters and calls Bess some offensive names. It becomes an online argument and Anne sends 14 messages in total, all of them more and more aggressive. The last message before Bess logs out tells Bess to watch her back at school the next day.

Does Bess' story sound like the sort of thing that could happen to someone at your school?

☐ Yes

☐ No

☐ I don't know

24. How often do you think this sort of thing might be happening to students in the Middle School?

☐ Regularly

☐ Often

☐ Not very often

☐ Never

25. How does a story like Bess' make you feel?

☐ 5 extremely upset (feeling very anxious, physically unwell, scared, feeling isolated and alone)

☐ 4 upset (feeling anxious and worried)

☐ 3 moderately upset (feeling disturbed by the action but able to cope)

☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)

☐ 1 very insignificant (don't really care)

☐ 0 none

26. How would you respond if you were the teacher in Bess' core class and you were aware of this?

- ☐ I would support Bess by talking to her and encouraging her to report it
- ☐ I would encourage Bess to ignore it
- ☐ I would report the bullying to a more senior member of staff
- ☐ I would deal with the issue, interviewing the students involved and contacting parents
- ☐ I would be worried or concerned about it but I would not know what to do
- ☐ I would take the view that cyberbullying is an area that, as teachers, we should stay away from and I would not get involved.
- ☐ I would take the view that this issue is not a school matter.

27. Has anything like this ever happened to you or your students?

- ☐ yes
- ☐ no
- ☐ I don't know

28. Who supports you as a staff member if you are faced with such a dilemma?

- ☐ other staff /colleagues
- ☐ school counsellor
- ☐ House Head, Pastoral Coordinator, Deputy Principal

☐ I don't feel I have any support

☐ Other _____

29. What would happen at this school if a bystander reported Bess' problem?

☐ The bystander would be affirmed for reporting the issue and assured that Bess would be helped

☐ The bystander would be told to stay out of the issue

☐ The bystander would be referred to someone to talk about how it made them feel to witness this

☐ Bess would be helped / supported by a staff member

☐ Bess would be interviewed by a member of staff, her parents would be contacted and the issue would be responded to

☐ Things would probably get worse for Bess when the school got involved

☐ Things would probably get worse for the person who reported it- they might be targeted as the 'dobber', for example

30. Scenario Story # 2

Ivan is an overweight Year 8 boy. One day he is getting changed in the PE change room when Jonty takes a photo of him on his mobile phone. Within minutes, the picture is forwarded to mobile phones all over the school.

Does Ivan's story sound like the sort of thing that could happen to someone at your school?

- ☐ Yes
- ☐ No
- ☐ I don't know

31. How often do you think this sort of thing might be happening to students in the Middle School?

- ☐ Regularly
- ☐ Often
- ☐ Not very often
- ☐ Never

32. How does a story like Ivan's make you feel?

- ☐ 5 extremely upset (feeling very anxious, physically unwell, scared, feeling isolated and alone)
- ☐ 4 upset (feeling anxious and worried)
- ☐ 3 moderately upset (feeling disturbed by the action but able to cope)
- ☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)

☐ 1 very insignificant (don't really care)

☐ 0 none

33. How would you respond if you were the teacher in Ivan's core class and you were aware of this?

☐ I would support Ivan by talking to him and encouraging him to report it

☐ I would encourage Ivan to ignore it

☐ I would report the bullying to a more senior member of staff

☐ I would deal with the issue, interviewing the students involved and contacting parents to discuss

☐ I would be worried or concerned about it but I would not know what to do

☐ I would take the view that cyberbullying is an area that, as teachers, we should stay away from and I would not get involved.

☐ I would take the view that this issue is not a school matter.

34. Has anything like this ever happened to you or your students?

☐ yes

☐ no

☐ I don't know

35. Who supports you as a staff member if you are faced with such a dilemma?

☐ other staff /colleagues

☐ school counsellor

☐ House Head, Pastoral Coordinator, Deputy Principal

☐ I don't feel I have any support

☐ Other _____

36. What would happen at this school if a bystander reported Ivan's problem?

☐ The bystander would be affirmed for reporting the issue and assured that Ivan would be helped

☐ The bystander would be told to stay out of the issue

☐ The bystander would be referred to someone to talk about how it made them feel to witness this

☐ Ivan would be helped / supported by a staff member

☐ Ivan would be interviewed by a member of staff, his parents would be contacted and the issue would be responded to

☐ Things would probably get worse for Ivan when the school got involved

☐ Things would probably get worse for the person who reported it- they might be targeted as the 'dobber', for example

Kate is a girl in Year 8. The year starts well for her and she feels really happy at school. She has some good friends in her core class and she likes her teachers. As the year progresses she becomes more interested in the opposite sex and she starts to go out with a boy in her year level, Tom. Tom and Kate spend a bit of time together out of school and regularly text one another and talk on facebook most nights. After about a month, Tom begins texting Kate and asking her to send explicit photos of herself naked. He says their relationship 'is moving to the next level' and she should do this if she 'loves him.' Kate ignores this for a while but then decides to trust Tom because he promises to keep the photos a secret between them. Tom is very happy to receive the images and sends some back of himself. A month later, the relationship breaks up. Kate is hurt and tells Tom she never liked him anyway. Tom decides to get revenge by forwarding the naked images of Kate to a few of his friends. Within hours, Kate notices some sly glances and giggles from other students. She is sure she hears someone whisper 'slut' as she walks past in the corridor. She is unsure what has happened but she feels uncomfortable. Within a couple of days, her facebook inbox is full of messages, some from people she does not know. Comments such as 'whore' have been sent to her. A friend of Tom's posts a message on her timeline which says,

"Great tits, Kate, why don't you show everyone?" Suddenly Kate feels totally exposed. She does not know what to do. Before she can decide what to do, she is called into the Deputy Principal's office where she is asked about her knowledge of a new facebook group titled "Kate is a slut", a group which 120 people have 'liked' and added comments to. One of the comments suggests Kate should kill herself. Suddenly Kate's life feels out of control.

Does Kate's story sound like the sort of thing that could happen to someone at your school?

- ☐ Yes
- ☐ No
- ☐ I don't know

38. How often do you think this sort of thing might be happening to students in the Middle School?

- ☐ Regularly
- ☐ Often
- ☐ Not very often
- ☐ Never

39. How does a story like Kate's make you feel?

- ☐ 5 extremely upset (feeling very anxious, physically unwell, scared, feeling isolated and alone)
- ☐ 4 upset (feeling anxious and worried)
- ☐ 3 moderately upset (feeling disturbed by the action but able to cope)
- ☐ 2 mildly upset (feeling a bit annoyed but have not given it too much thought)
- ☐ 1 very insignificant (don't really care)
- ☐ 0 none

40. How would you respond if you were the teacher in Kate's core class and you were aware of this?

- ☐ I would support Kate by talking to her and encouraging her to report it
- ☐ I would encourage Kate to ignore it
- ☐ I would report the bullying to a more senior member of staff
- ☐ I would deal with the issue, interviewing the students involved and contacting parents

to discuss

- ☐ I would be worried or concerned about it but I would not know what to do
- ☐ I would take the view that cyberbullying is an area that, as teachers, we should stay away from and I would not get involved.
- ☐ I would take the view that this issue is not a school matter.

41. To your knowledge, has anything like this ever happened to your students?

- ☐ yes
- ☐ no
- ☐ I don't know

42. Who supports you as a staff member if you are faced with such a dilemma?

- ☐ other staff /colleagues
- ☐ school counsellor

☐ House Head, Pastoral Coordinator, Deputy Principal

☐ I don't feel I have any support

☐ Other _____

43. What would happen at this school if a bystander reported Kate's problem?

☐ The bystander would be affirmed for reporting the issue and assured that Kate would be helped

☐ The bystander would be told to stay out of the issue

☐ The bystander would be referred to someone to talk about how it made them feel to witness this

☐ Kate would be helped / supported by a staff member

☐ Kate would be interviewed by a member of staff, her parents would be contacted and the issue would be responded to

☐ Things would probably get worse for Kate when the school got involved

☐ Things would probably get worse for the person who reported it- they might be targeted as the 'dobber', for example

Thank you for your time in responding to this survey. Please feel free to add any other comments relating to cyberbullying at (this school). Please remember not to use student names.

APPENDIX C: PLAIN LANGUAGE STATEMENT TO THE PRINCIPAL

Dear

Currently I am studying for my Doctorate of Education. An important component of the course is a research project, which I am undertaking under the supervision of Dr. Karen Swabey, Associate Professor, Head of School, Faculty of Education, The University of Tasmania.

The aim of the research is to examine the nature and extent of cyberbullying within St. Patrick's College Middle School, and its impact on members of the school community, specifically students and staff. It will also aim to identify and examine any potential inconsistency between staff and student perceptions of cyberbullying behaviour. The transition years to secondary school have been chosen as the focus of this research because this is a time when bullying is reported to be at a significantly high rate and because this time of early adolescence is a time that involves a series of significant changes in the social lives of young people. It is a time of life where social acceptance is of critical importance; students strive to fit in and to establish connections with their peers, and research suggests that young people of this age become more self-aware and insecure as they strive for independence. At this age there is a tremendous pressure to have access to the latest technology but youth at this early-adolescent stage of development do not always demonstrate the appropriate responsible use of such communication devices and consequently, cyber-victimisation may occur. The results of this research would inform our school about the prevalence of cyberbullying during this transition period and lead to recommendations to manage this issue.

If you agree to allow this research within St. Patrick's College, I would be asking Middle

School students and all staff to be involved in the following processes:

Middle School Students and Staff:

A survey on perceptions and prevalence of cyberbullying within the school setting will be completed. For staff, these will be conducted online during a general staff meeting in Term 1 and will take approximately 30 minutes. For Middle School students, an online survey will be conducted in class time during Term 1.

Participation in the above activity is voluntary and full confidentiality of respondents is assured, subject to legal limitations. The decision of students to participate or not in the research will in no way affect their ongoing assessment or grades. The surveys will be kept strictly confidential; no names or identifying characteristics will be retained or used in the final report. Access to the original surveys will be restricted to my supervisor, Karen Swabey, and myself. Coded data will be stored securely at University of Tasmania for five years following the completion of the study.

The school's participation would be greatly appreciated and may have benefits for future proactive pastoral planning at the College. It is important to note that participation for staff and students would be entirely voluntary and they would be under no obligation to participate. Should staff or students wish to withdraw from the project at any time or to withdraw unprocessed data, this opportunity will be provided with no penalty..

If you have any queries or would like further information, please feel free to contact me directly at St. Patrick's College on (03) 63419988 or email me on susan.ryan@stpatricks.tas.edu.au.

My supervisor can be contacted by email at Karen.Swabey@utas.edu.au.

You may also wish to contact the Executive office, Human Research Ethics, The University of Tasmania on (03) 6226 7479 or human.ethics@utas.edu.au if you have any concerns about the conduct of the research project. You will need to quote [*HREC project number*:].

Yours sincerely,

Susan Ryan.

APPENDIX D: INFORMATION LETTER TO STAFF

Invitation

You are invited to participate in a research project exploring:

(1) the prevalence and incidence of cyberbullying during the transition years to secondary school,

(2) the perceptions of the nature and frequency of cyberbullying within the different groups of the school,

(3) the impact of cyberbullying on members of the school community.

This study is being conducted by:

- Dr. Karen Swabey, Associate Professor, Head of School, Faculty of Education
- Susan Ryan, Doctor of Education student, Faculty of Education in partial fulfilment of the requirements for Doctor of Education. Susan is being supervised by Dr K. Swabey.

Why have I been invited to participate?

You are receiving this invitation because you are a staff member at St. Patrick's College.

We are interested in your knowledge and attitude with regards to cyberbullying within the school, during the Middle Years of education. The transition years to secondary school have been chosen as a focus because this is a time when bullying is reported to be at a significantly high rate and because this time of early adolescence is a time that involves many abrupt changes in the social lives of young people. Your involvement would be greatly appreciated and may have benefits for the future planning at the College, however, participation is completely voluntary and there are no consequences if you decide not to participate.

What will I be asked to do?

This research study requires participants to complete an online survey on the perceptions and prevalence of cyberbullying within the school setting with an estimated completion time of 30 - 40 minutes.

Are there any possible benefits from participation in this study?

Cyberbullying is a critical issue facing schools and communities today. The contribution that this study will make will be to explore the impact of cyberbullying in a school setting during the transition years to secondary school, a period of early adolescence known to be a critical time when young people are working to develop their self concept. The study will examine the impact, not only on the students who are victims and perpetrators, but on those who are bystanders and on staff within the school setting.

Ultimately, the research seeks to extend the understanding of cyberbullying to both students and staff within the school and to support the school community in understanding how damaging the issue is. One of the aims is to confirm the nature and extent of the problem and lead to the development of a proactive approach to manage the issue.

It is anticipated that the findings of this local research will provide useful data to parents, educators and students on the existence and prevalence of cyberbullying and suggest possible ways in which the concern could be managed in the future. It is also anticipated that the findings may then have a relevance to wider settings.

Are there any possible risks from participation in this study?

It is not anticipated that there will be any risks associated with participating in this study. However, if you choose to participate and feel apprehension or anxiety, support will be available

through the provision of school counsellors, who can be telephoned or emailed directly through the school.

What if I change my mind during or after the study?

It is important that you understand that your participation in this study is strictly voluntary. While we would be pleased to have you participate, we respect your right to decline. There will be no consequences to you if you decide not to participate. If you decide to discontinue participation at any time, you may do so without providing an explanation. If you choose to withdraw, and haven't identified yourself on the questionnaire, your data will be destroyed along with the other collected data. The surveys will be kept strictly confidential; no names or identifying characteristics will be retained or used in the final report. All of the data will be kept in a locked cabinet, housed at the University of Tasmania and will be securely destroyed five years after publication of the data. Files containing participant names and codes will be stored separately from the data. Electronic files and electronic trash bins will be deleted and hard copies of the surveys will be securely shredded.

What will happen to the information when this study is over?

All data will be stored in a secure and lockable cabinet at the University of Tasmania that is only accessible by the researchers and will be destroyed after the specific five (5) year period from completion of the thesis. Names and other identifying information will be removed from these data and replaced with codes. Computer files will be password protected and stored on a secure server in the Faculty of Education, University of Tasmania, Launceston campus. Files containing participant names and codes will be stored separately from the data. Electronic files and electronic trash bins will be deleted and hard copies of the surveys will be securely shredded.

How will the results of the study be published?

A summary of the results will be provided to the school on completion of the study and will be uploaded onto a wiki for staff access. The participants will not be identifiable in the publication of the results.

What if I have questions about this study?

If you would like to discuss any aspect of this study please feel free to contact Dr. Karen Swabey on 6334 3512 or Susan Ryan on (03) 63419988. We would be happy to discuss any aspect of the research with you. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [HREC project number:].

Thank you for taking the time to consider this study. If you wish to take part, please complete and submit the questionnaire attached.

Please feel free to make a copy of this information sheet for your records.

APPENDIX E: INFORMATION LETTER TO STUDENTS

Invitation

You are invited to participate in a research project exploring:

- (1) the prevalence and incidence of cyberbullying during the transition years to secondary school,
- (2) the perceptions of the nature and frequency of cyberbullying within the different groups of the school,
- (3) the impact of cyberbullying on members of the school community.

This study is being conducted by:

- Dr. Karen Swabey, Associate Professor, Head of School, Faculty of Education
- Susan Ryan, Doctor of Education student, Faculty of Education in partial fulfilment of the requirements for Doctor of Education. Susan is being supervised by Dr K. Swabey.

Why have I been invited to participate?

You are receiving this invitation because you are a student within the Middle School at St. Patrick's College. We are interested in your knowledge and attitude with regards to cyberbullying within the school, during the Middle Years of education. The transition years to secondary school have been chosen as a focus because this is a time when bullying is reported to be at a significantly high rate and because this time of early adolescence is a time that involves many abrupt changes in the social lives of young people. Your involvement would be greatly appreciated and may have benefits for the future planning at the College, however, participation is completely voluntary and there are no consequences if you decide not to participate.

What will I be asked to do?

This research study requires participants to complete an online survey on the perceptions and prevalence of cyberbullying within the school setting with an estimated completion time of 30 - 40 minutes.

Are there any possible benefits from participation in this study?

Cyberbullying is a critical issue facing schools and communities today. The contribution that this study will make will be to explore the impact of cyberbullying in a school setting during the transition years to secondary school, a period of early adolescence known to be a critical time when young people are working to develop their self concept. The study will examine the impact, not only on the students who are victims and perpetrators, but on those who are bystanders and on staff within the school setting.

Ultimately, the research seeks to extend the understanding of cyberbullying to both students and staff within the school and to support the school community in understanding how damaging the issue is. One of the aims is to confirm the nature and extent of the problem and lead to the development of a proactive approach to manage the issue.

It is anticipated that the findings of this local research will provide useful data to parents, educators and students on the existence and prevalence of cyberbullying and suggest possible ways in which the concern could be managed in the future. It is also anticipated that the findings may then have a relevance to wider settings.

Are there any possible risks from participation in this study?

It is not anticipated that there will be any risks associated with participating in this study. However, if you choose to participate and feel apprehension or anxiety, support will be available through the provision of school counsellors, who can be telephoned or emailed directly through the school.

What if I change my mind during or after the study?

It is important that you understand that your participation in this study is strictly voluntary. While we would be pleased to have you participate, we respect your right to decline. There will be no consequences to you if you decide not to participate. If you decide to discontinue participation at any time, you may do so without providing an explanation. The surveys will be kept strictly confidential; no names or identifying characteristics will be retained or used in the final report. All of the data will be kept in a locked cabinet, housed at the University of Tasmania and will be securely destroyed five years after publication of the data. Files containing participant names and codes will be stored separately from the data. Electronic files and electronic trash bins will be deleted and hard copies of the surveys will be securely shredded.

What will happen to the information when this study is over?

All data will be stored in a secure and lockable cabinet at the University of Tasmania that is only accessible by the researchers and will be destroyed after the specific five (5) year period from completion of the thesis. Names and other identifying information will be removed from these data and replaced with codes. Computer files will be password protected and stored on a secure server in the Faculty of Education, University of Tasmania, Launceston campus. Files containing participant names and codes will be stored separately from the data. Electronic files and electronic trash bins will be deleted and hard copies of the surveys will be securely shredded.

How will the results of the study be published?

A summary of the results will be provided to the school on completion of the study. The participants will not be identifiable in the publication of the results.

What if I have questions about this study?

If you would like to discuss any aspect of this study please feel free to contact Dr. Karen Swabey on 6334 3512 or Susan Ryan on (03) 63419988. We would be happy to discuss any aspect of the research with you. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote [HREC project number:].

Thank you for taking the time to consider this study. If you wish to take part, please complete and submit the questionnaire attached.

Please feel free to make a copy of this information sheet for your records.

APPENDIX F: PARENT / GUARDIAN INFORMATION SHEET

St. Patrick's College is participating in a research study to investigate cyberbullying within the transition years to secondary school.

What is the purpose of the study?

The purpose of the study is to investigate the nature and extent of a specific form of bullying - cyberbullying - within the school, to explore its nature and prevalence, and its impact on members of the school community, specifically students and staff. It will also aim to identify and examine any potential inconsistency between staff and student perceptions of cyberbullying behaviour.

The study will explore:

- (1) the prevalence and incidence of cyberbullying during the transition years to secondary school,
- (2) the perceptions of the nature and frequency of cyberbullying within the different groups of the school,
- (3) the impact of cyberbullying on members of the school community.

Why has my child been invited to participate in this study?

All Middle School students have been invited to participate in this study. Additionally, all staff, including teachers and leadership staff, have been invited to participate in this study.

What does the study involve?

If you agree to your child's participation in this study, he / she will be invited to:

- complete an online survey on perceptions and prevalence of cyberbullying within the school setting. This survey should take about 40 minutes to complete.

Your child will be asked to provide written consent for participation in an online survey. It is important to understand that your child's involvement with this activity is voluntary.

Although we would be pleased to have your child participate, he / she will be free to say no to either or both of them and we respect your right to decline his / her participation. If you decide to decline your child's participation, you may do so without providing an explanation. You can ask for any of your child's feedback to be removed from the project at any time by contacting the student researcher, Susan Ryan through the school. All information will be treated in a confidential manner and your child's name will not be used anywhere in the research. Students are also free, at any time, to decline participation without further explanation. All research data will be stored in locked filing cabinets and password protected files at the Newnham campus of University of Tasmania.

Are there any possible benefits from participation in this study?

Cyberbullying is a critical issue facing schools and communities today. The contribution that this study will make will be to explore the impact of cyberbullying in a school setting during the transition years to secondary school, a period of early adolescence known to be a critical time when young people are working to develop their self concept. The study will examine the impact, not only on the students who are victims and perpetrators, but on those who are bystanders and on staff within the school setting.

Ultimately, the research seeks to extend the understanding of cyberbullying to both students and staff within the school and to support the school community in understanding how damaging the issue is. One of the aims is to confirm the nature and extent of the problem and

lead to the development of a proactive approach to manage the issue.

It is anticipated that the findings of this local research will provide useful data to parents, educators and students on the existence and prevalence of cyberbullying and suggest possible ways in which the concern could be managed in the future. It is also anticipated that the findings may then have a relevance to wider settings.

Are there any possible risks from participation in this study?

In the unlikely event that your child experiences any anxiety or discomfort during the project he / she will be able to ask that his / her involvement be discontinued. He / she can decline to answer any or all questions that he / she does not wish to respond to. If your child experiences any discomfort as a result of any aspect of the research he / she is able to access counselling through the school.

What will happen to the information when this study is over?

All data will be stored in a secure and lockable cabinet at the University of Tasmania that is only accessible by the researchers and will be destroyed after the specific five (5) year period from completion of the thesis. Names and other identifying information will be removed from these data and replaced with codes. Computer files will be password protected and stored on a secure server in the Faculty of Education, University of Tasmania, Launceston campus. Files containing participant names and codes will be stored separately from the data. Electronic files and electronic trash bins will be deleted and hard copies of the surveys will be securely shredded.

What if I have questions about the study?

If you have any queries or would like further information, please feel free to contact any

member of the research team.

Susan Ryan: susan.ryan@stpatricks.tas.edu.au.

Telephone: (03) 63419988

Karen Swabey: Karen.Swabey@utas.edu.au.

We would be happy to discuss any aspect of the research with you.

The study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have any concerns or complaints about the conduct of this study, you should contact the Executive Officer of the HREC (Tasmanian Network on (03) 62267479 or email : humanethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote HREC Project Number

Thank you for taking the time to consider this study. If you wish your child to take part in it, please sign the attached consent form, place it in the envelope provided and leave the sealed envelope at the school office to be collected by the researchers. This information sheet is for you to keep.

APPENDIX G: STAFF CONSENT FORM

1. I have read and understood the 'Information Sheet' for this project.
2. The nature and possible effects of the project have been explained to me.
3. I understand that this aspect of the study involves participation in an online survey about my perceptions of the frequency and impact of cyberbullying within the Middle School setting.
4. I understand that participation in this aspect of the research involves no foreseeable risks.
5. I understand that all research data will be securely stored on the University of Tasmania premises for at least 5 years, and will be destroyed when no longer required.
6. I agree that research data gathered from me for the study may be published provided that I cannot be identified as a participant.
7. I understand that the researcher will maintain the confidentiality of my identity and that any information I provide to the researcher will be used only for the purpose of the research.
8. I consent to participate in the project named above, the requirements of which have been explained to me: a survey on the perceptions and prevalence of cyberbullying within the school setting, and understand that I may withdraw at any time without explanation or effect, if I so wish, may request that any data I have supplied to date may be withdrawn from the research.

Name of participant: _____

Signature: _____ Date: _____

Statement by the investigator: The participant has received the Information Sheet where my details have been provided. The participant has had the opportunity to contact me prior to consenting to participate in this project.

Name of the investigator_____

Signature_____Date_____

APPENDIX H: STUDENT CONSENT FORM

1. I have read and understood the 'Information Sheet' for this project.
2. The nature and possible effects of the project have been explained to me.
3. I understand that this aspect of the study involves participation in an online survey about my perceptions of the frequency and impact of cyberbullying within the Middle School setting.
4. I understand that participation in this aspect of the research involves no foreseeable risks.
5. I understand that all research data will be securely stored on the University of Tasmania premises for at least 5 years, and will be destroyed when no longer required.
6. I agree that research data gathered from me for the study may be published provided that I cannot be identified as a participant.
7. I understand that the researcher will maintain the confidentiality of my identity and that any information I provide to the researcher will be used only for the purpose of the research.
8. I consent to participate in the project named above, the requirements of which have been explained to me: a survey on the perceptions and prevalence of cyberbullying within the school setting, and understand that I may withdraw at any time without explanation or effect.

Name of participant: _____

Signature: _____ Date: _____

Statement by the investigator: The participant has received the Information Sheet where my details have been provided. The participant has had the opportunity to contact me prior to consenting to participate in this project.

Name of the investigator_____

Signature_____Date_____

Project title: Cyberbullying- its nature and impact in the Middle Years: a case study

Name of participant:

Name of the investigator(s): Susan Ryan; Karen Swabey (supervisor)

9. I consent to participate in the project named above, the requirements of which have been explained to me: a survey on the perceptions and prevalence of cyberbullying within the school setting and participation in a semi-structured interview

10. I acknowledge that:

- (a) The process and possible effects of the survey have been explained to me to my satisfaction.
- (b) I have been informed that I am free to withdraw from the project at any time and to withdraw any unprocessed data previously supplied.
- (c) The project is for the purpose of research, and for the benefit of all teachers, staff, parents and students.
- (d) I have been informed that the confidentiality of the information I provide will be safeguarded and no individual at the school will be identified.

Signature (participant)

Date

Project title: Cyberbullying- its nature and impact in the Middle Years: a case study

Name of participant:

Name of the investigator(s): Susan Ryan; Karen Swabey (supervisor)

11. I consent to participate in the project named above, the requirements of which have been explained to me: a survey on the perceptions and prevalence of cyberbullying within the school setting and participation in a semi-structured interview
12. I acknowledge that:
- (e) The process and possible effects of the survey have been explained to me to my satisfaction.
 - (f) I have been informed that I am free to withdraw from the project at any time and to withdraw any unprocessed data previously supplied.
 - (g) The project is for the purpose of research, and for the benefit of all teachers, staff, parents and students.
 - (h) I have been informed that the confidentiality of the information I provide will be safeguarded and no individual at the school will be identified.

Signature (participant)

Date